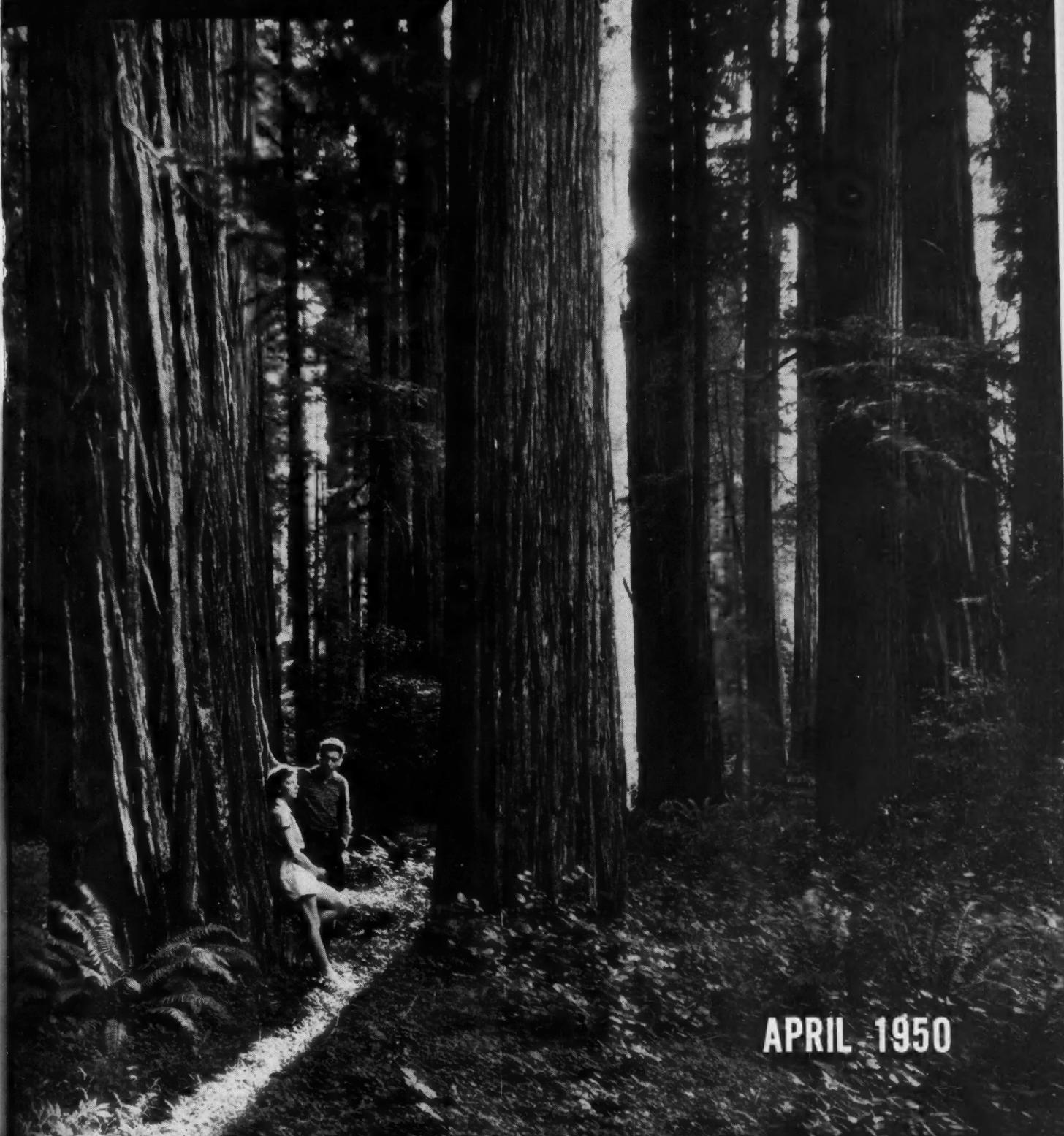


CTA *Journal*

CALIFORNIA TEACHERS ASSOCIATION



APRIL 1950



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Formerly Sierra Educational News 1904-49)

APRIL 1950 . . . Volume 46, Number 4

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State Headquarters

391 Sutter Street

San Francisco 8, California

THE COVER PICTURE

IN THE REDWOODS

THE Coast Redwoods — *Sequoia sempervirens* — in primeval forests now grow nowhere else than in the Coast Range. Their cousins, the "Big Trees" or Sierra Redwoods (*Sequoia gigantea*) grow in California's Sierra Nevada. Almost all of the Coast Redwoods are in California, too — only a comparatively few are to be found in Oregon, in the extreme southwest corner of that State.

Of all known standing trees, the tallest is the top-lofty Redwood, 364 feet high, near the Dyerville Bridge, on the Eel River. This monumental Sequoia, within Humboldt State Park, is called *The Founders' Tree*, in honor of the founders of the Save-the-Redwoods League,* which has done much to preserve the finest of these forests.

A day of rest and recreation spent in the midst of these forest titans has been aptly characterized as "a day it took 20 centuries to make." Some of the Redwoods in the Avenue of the Giants are indeed 2000 years old, contemporaries of Christ. To sever their life-span might be looked upon as sacrilege.

"A Giant's Garden," the typical Redwood forest has been called — and truly this woodland, with its mighty trees and man-high ferns, presents beauty upon a titanic scale.

Better understanding of the human values of the Redwood forests, unique heritage of the nation, will strengthen the cause of saving and safeguarding these primitive woodlands. As Dr. John C. Merriam said, "In these days when the world is ridden with hate and distress, mankind needs more than ever the healing value of contact with Nature in its sublimest forms, as exemplified by these Redwood forests." — Aubrey Drury, San Francisco.

* 250 Administration Building, University of California, Berkeley 4.

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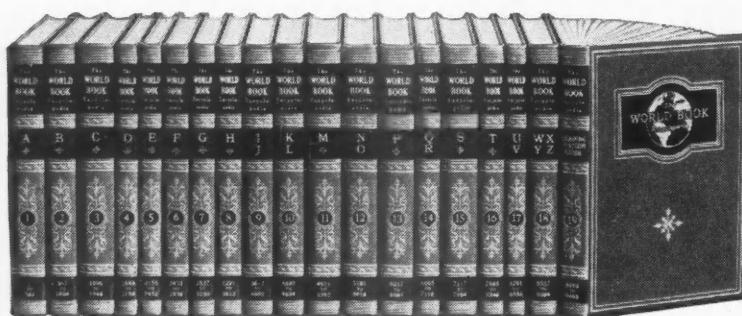
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CTA Journal

THE JOURNAL OF THE CALIFORNIA TEACHERS ASSOCIATION

188

CTA Proposes Tobacco Tax

FACING squarely the continuing dilemma which confronted school apportionment legislation in 1949, the Legislative Committee of the California Teachers Association decided to propose a tobacco tax as a means of providing sufficient State revenue to finance more nearly adequately current expense apportionments to the public schools.

This move is backed by the California Congress of Parents and Teachers.

The tax proposal was incorporated by Assemblyman Francis Dunn Jr. and others in AB 65, together with the provisions of AB 2120 as it passed the Assembly in 1949. The bill thus proposes and finances the same program of State aid which was suggested by the Cooperative Committee on School Finance.

The tax proposed is a three-cent levy per package of cigarettes and a 15 per cent tax on the sales price of all other tobacco products. Tax experts estimate that this would produce in excess of the \$35 million of new money required by the bill.

An outline of the Apportionment Plan is found on pages 14 and 15 of this magazine.

California is one of only seven States which do not now tax cigarettes or tobacco products. The receipts from the new tax would go into the General Fund, but the bill carries a statement of the intent of the Legislature to the effect that the tax is levied in order to make possible the financing by the State of the additional aid provided in the apportionment provisions of the act.

THE sponsorship of this bill is a bold step, but new situations must be met with new methods, and difficult problems must be faced with firm resolution. This program gives the friends of education something practical to fight for, and offers to members of the Legislature a way around the political impasse which has blocked needed financial support for the public schools. — A.F.C.

AB 65—THE 1950 APPORTIONMENT BILL

(Note: This non-technical summary of the major CTA-sponsored legislative proposals for the 1950 special session of the Legislature aims only to give a broad understanding of the reasons behind their provisions and their effect on the present program of State Aid to Education.)

IN a bill designed to provide State apportionments to local school districts adequate to meet minimum needs, the California Teachers Association is renewing its request for a higher foundation program, increased transportation aid, and special aid to districts suffering abnormal growth in enrollment.

Besides including practically the same provisions originally proposed in AB 2120 during the 1949 session, this

bill (AB 65, introduced by Assemblyman Francis Dunn and others) adds a special revenue provision to raise the funds needed for the increased apportionments. It also includes the same special provisions for small districts and especially poor districts.

Here are some of the problems this legislation aims to alleviate:

The Constitution now provides that the State must appropriate a minimum of \$120 per student for public education, and guarantees that no district will receive less than \$90 per student (average daily attendance).

The law under which these funds are apportioned to

the districts provides that most of the difference between the \$90 and \$120 will be used to equalize the educational opportunities for all California children.

The need for this equalization effort by the State is made plain when it is seen that the wealth of individual districts varies from a few dollars per student to hundreds of thousands of dollars per student.

Residential communities undergoing rapid population growth with little increase in assessed valuation may actually be getting poorer and poorer in terms of taxable wealth per student. Such districts cannot hope to offer their children educational opportunities anywhere approaching the offerings of districts with industrial wealth or natural resources to add to the assessed value contributing to local education.

Consequently, it has been the policy to use some of the money obtained by the State through its broader tax base to compensate for local inadequacies, since failure of education in any community affects the entire State—indeed the entire nation.

This current legislation expires June 30. AB 65 continues the same philosophy of equalization, but increases the amount of State appropriations for this purpose by about \$29½ million over what continuation of current provisions would cost. A large proportion of this increase would go to elementary schools, where the demonstrated need is most critical.

This summary covers only the changes or additions to the present apportionment law. Other provisions, including the requirement that local districts spend at least 85% of all State apportionments for teachers salaries, will remain essentially the same.

Elementary Foundation Program

Fundamentally, this proposes that the State supply all funds necessary to assure that a local district can spend at least \$185 per pupil (average daily attendance) in the elementary grades.

Basic aid of \$90 already is guaranteed to all districts. If a 65-cent tax rate will not provide the other \$95, the State would make up the difference.

Actually, most districts desire more than the minimum program this amount would provide, and levy a higher rate up to the maximum of 80 cents (without kindergarten) or 90 cents (with kindergarten). Many have chosen to levy a still higher rate, which can be done by a special vote of the electors. Additional income obtained through such taxes does not decrease the State aid which the district might receive, since its equalization apportionment is computed on the mandatory tax of 65 cents, regardless of any higher rate actually levied.

There are exceptions to this formula. Some districts are so poor that even with a maximum tax rate and maximum State aid under the 65-cent formula, they could have less than \$190 per pupil to spend. In other words, the difference between the 65-cent mandatory tax and the 90-cent or 80-cent maximum would raise locally less than \$5 per pupil.

In such cases, the State would make up the further deficiency so that even the poorest districts could afford \$190 in schools without kindergarten and \$194 per student with kindergarten.

In the small districts, overhead expenses make the cost per pupil much greater than in larger schools. A special formula of aid for schools with less than 100 a.d.a. is provided, with the added stipulation that after 5 years these schools must demonstrate the necessity for their existence to continue receiving this special grant.

This will not be a difficult hurdle for most small schools, and the few that cannot meet it may choose to function with local resources and normal State aid without the extra bonuses, or may send their children to a larger neighboring attendance center.

These provisions for enriching the elementary school program would cost the State approximately \$21 million more than it would use under the current law.

High School Foundation Program

The high school program of equalization is similar to and based on the same philosophy as is the elementary. Here the State would set \$210 per student as the foundation, based on a mandatory tax of 40 cents.

Again, \$90 per student is automatically granted. If a 40-cent tax rate does not provide the other \$120, the State makes up the difference.

Remember here, too, that a high school district can levy a higher rate (75 cents is the legal maximum without special permission of the voters) without decreasing the State Aid for which it would be eligible with a 40-cent rate.

There are extra allowances for the especially poor and the exceptionally small high school districts, as in the case of similar elementary districts. Again, qualification under a "formula of necessity" would be required of small high schools after 5 years, if this special aid is to be continued.

The increased cost of this high school foundation program over the present State support would be about \$257,000.

Junior College Foundation Program

State Aid to junior colleges under the same plan would be based on a foundation of \$225 per student (average daily attendance), with the district providing that proportion which could be raised by a 25-cent tax-rate.

As in the other levels, no junior college would receive less than \$90 per a.d.a. of basic aid. Local junior college districts could add to the minimum program by charging a higher rate (35 cents is the legal limit for junior colleges) than the 25-cent mandatory tax, without decreasing the State Aid they would receive.

This will subtract about \$311,000 from the present rate of State support for junior colleges.

Apportionment for Growth

All State Aid to schools is based on the previous year's attendance. Schools are operating in 1949-50 with money allotted on the basis of 1948-49 attendance.

When districts undergo exceptional growth, as so many in California have done in recent years, that means exceptional hardship on the schools. Some have even doubled enrollment in a single year. They are educating 2,000 children on funds deemed barely adequate for 1,000.

To meet this need, an allowance for the growth factor was written into the proposed apportionment bill. It was believed that any growth up to 5% could be absorbed by the district without undue strain. For all growth over 5%, the district will be reimbursed by the State as if this excess had been in attendance the previous year.

The growth in such districts will be computed and reported, and additional funds allotted semi-annually, so that the district can afford to employ the necessary extra teachers, purchase extra supplies and provide in other ways for the expanded enrollment.

It is expected that this plan would cost the State about \$6,349,000 next year.

Proposed State Reimbursement for Transportation

If a school district has to spend large amounts from its foundation program to bring its students to school, it is apparent that the actual educational program must suffer. Consequently, the principle of State Aid to local districts for pupil transportation costs is already in the current apportionment law, but this support would be more than doubled by the new proposal.

The proposed plan assumes that a district could normally pay as much for student transportation as could be raised by a 2-cent tax rate. It provides that the State pay all costs of operating buses on approved routes in excess of this amount.

This includes the maintenance and replacement of buses. It also includes repayment for capital outlay on additional buses (not replacements) at the rate of 10% per year.

This provision would add \$2,066,000 per year to the State Aid for transportation and would give the Superintendent of Public Instruction additional power to administer direct transportation, subject to rules and regulations to be adopted by the State Department of Education.

Those districts which house students in dormitories or in homes near the school could be reimbursed, on the same basis, up to the amount which would be required to transport those students from their own homes. (See also Pages 14 and 15.)

Presenting Five CTA Classroom Teachers Department Presidents



Vera Stephenson



Minnie Taylor



Victorine Wallsmith



Perle Roche



Alma McAuliff

Above are portraits of five of the CTA Classroom Teachers Department presidents, — Northern Section, Vera Stephenson, Orland; Southern Section, Minnie Taylor, Pomona; Central Coast Section, Victorine Wallsmith, Salinas; Bay Section, Mrs. Perle Roche, Hayward; Central Section, Mrs. Alma McAuliff, Visalia. Portrait of Mathilde de Bernardi, Crescent City, president, North Coast Section, was not available.

California's Candidate

For President of the NEA Department of Classroom Teachers

By Mrs. Nora L. Pearson, Los Angeles;* Chairman of the Campaign Committee

THE committee which has been laying the groundwork for the campaign for Mary Virginia Morris, for President of the Department of Classroom Teachers of the National Education Association, now urges you to do your part, first by writing letters to your friends in all parts of the country to tell them about our candidate; and second, by asking them to instruct their delegates to cast their ballots for her on Monday, July 3.

The CTA Southern Section Department of Classroom Teachers, at its October meeting, unanimously voted to endorse Mary Virginia Morris as a candidate for the office of President of the Department of Classroom Teachers of the National Education Association for the year 1950-51.

Similar action was taken by CTA Southern Section Council in November and CTA State Council of Education at its December meeting. The Northern and Bay Sections also unanimously endorsed her candidacy.

Write to Your Friends

Following this action 1000 letters were sent by the campaign committee to key school people throughout the United States. The committee was gratified by the fine response. Many requests were received for material; also offers to help in whatever way

the committee thought best.

The expressions of Mary Virginia's ability, earnestness, sincerity and her willingness to aid and to assist her fellow teachers in any and all ways possible, as mentioned in the replies, bespeak the high regard in which she is held by her fellow workers. California is proud to have a candidate whose service to her profession and for education is so widely recognized and acclaimed.

You Can Help

Folders announcing our candidate were given each person attending the Department of Classroom Teachers luncheon at Atlantic City in February. Those who attended report that the announcements were very dignified and professional, embodying the spirit which the committee wishes to be the keynote of the campaign.

Material will soon be available containing the information of the many

activities and the outstanding work in which Mary Virginia Morris has engaged in behalf of Education.

It is encouraging and heartening to us in California to have educators throughout the nation express their commendations of her, and to acknowledge the great contribution she has made to education.

Throughout her career Mary Virginia has won the respect of administrators while retaining the confidence of her classroom teacher colleagues.

Miss Mary Virginia Morris, California's candidate for the Presidency of NEA Department of Classroom Teachers.



* 847 South Grand Avenue, Los Angeles 14.

Teachers Salaries: 1949-50

A Report by the CTA Research Department

HERE is reason to believe the momentum gained in the last few years for increasing teachers' salaries because of the rise of the national price index has just about run its course. The BLS Price Index is now lower than it was last year at this time. From this point on we shall need to fight for salary recognition in terms of sounder, long-term arguments: recognition of our professional status and service, and some direct reference to the cost of the desired standard of living for teacher families.

Little Lure

Table I compares the median salaries for full-time California classroom teachers for the past three years.

The general tendency to look at the median salaries as typical of the pay of the teaching profession obscures the fact that half of the staff is being paid less. The median salary does not reveal that between 21 and 22% of elementary teachers are being paid less than \$3,000 per year. It need hardly be emphasized that such pay scales are little inducement for talented persons to plan a life-time career in the service of children and public education.

Small "Adjustments"

Also, in some circles, much is made of the fact that teachers salaries since 1946 have been "adjusted" (emphasis being given to the middle syllable) for rises in the cost of living. The figures in Table II indicate the significance of this adjustment. The present median salaries expressed in terms of their 1935-39 equivalent reveal the extent to which the pre-war low level of pay for teachers has not been corrected.

Again, it is worth remembering that half of the salaries will fall below these levels. Another important point overlooked by many is that before the 1940's teachers were not subject to personal income taxes. Now they are. Out of that \$3,352 median salary, with credit for 4 exemptions, now comes a Federal income tax collection of over \$100.

The Family Standard

More attention needs to be paid to the actual cost of some acceptable standard of living for families in education. Unless critics are prepared to argue for a celibate profession, then the only real yardstick for measuring adequacy of salaries is the family standard. Undeniably one of the most compelling reasons that teaching does not attract many more talented men into its ranks is that they can not look forward to supporting a family at the standard of living appropriate to their education and social position.

The report of the President's Council of Economic Advisers indicated that estimates of money income received by families throughout the nation, as average money income in dollars of 1948 purchasing power, was in the vicinity of \$4,230. The income of the middle fifth of families averaged \$3,410; and the income of the fourth fifth averaged \$4,711. Similar data for California alone would have produced still higher averages, for California is estimated to contain about 6.85% of the nation's families and 8.17% of the nation's effective buying

power. Data on per capita income of civilian residents in California tend to support levels of over \$4,000 for family incomes. The 1948 per capita income of approximately \$1,640 multiplied by three yields a figure of over \$4,900.

\$5000 Standard

The annual survey of effective buying income, made by Sales Management magazine, reveals that average family incomes in California counties and cities produce an overall State average effective buying power of over \$4,500 per family, after personal tax deductions. The same survey also reveals certain counties and cities, relatively few in number, which do not reach the \$3,000 mark. On the whole, however, California has the means to pay teachers' salaries comparable to those incomes of average family purchasing power, if it has the will.

What is the standard of living appropriate to a family in educational service? While this question has not been answered directly for teachers in California, it has been answered accurately over a period of years for city workers of the "white collar" class in the San Francisco Bay area. The Heller Committee for Research in Social Economics

reports that its white-collar family of 4 required in September, 1949, an income of \$5,134.89 (\$5,432.53, if purchasing a new home) to buy the standard of living considered appropriate to this group. Teachers have traditionally been regarded as representative of the upper middle class of society. They have no reason to be rated lower on the standard-of-living scale than office workers generally.

Not only do the salary ranges of many teachers appear to be below a "just" level, but the salary practices of many districts are discriminatory. There are many teachers who do not have the benefit of modern, enlightened personnel management policy in the form of an up-to-date salary schedule. There are numbers who are paid simply at the relatively arbitrary determination of a board or superintendent year after year. Such practices are an anachronism in the face of current general industrial and business salary policy. For many teachers, simply to be placed on a salary schedule would represent a benefit of considerable proportions, not only in terms of foreseeable income but in terms of morale and professional satisfaction.

Slow and Low

Teachers are commonly expected to begin at relatively low salaries and then to wait for a dozen years or so to reach maximum earning power. Contrast this, for example, to the Federal Civil Service scale for professional employees, which begins its Class 1 at \$3,100 and brings the employee to \$3,850 at the end of 7 years. The "P-4" employee begins at \$5,400 and reaches \$6,400 in 6 years. Teachers do not enjoy such generous salary scheduling as this.

SALARY problems should be the common concern of administrators, school trustees, and teachers. Their solution determines, in large part, the level of our professional morale and prestige!

Table I — Comparative Summaries of Median Salaries of California Full-Time Public School Teachers, 1947-48 to 1949-50

	1947-48	1948-49	Increase over		Increase over	
			1947-48	1949-50	1948-49	1948-49
Elementary	\$3,097	\$3,291	\$194	6.3	\$3,352	\$ 61 1.85
High School	3,731	4,051	320	8.6	4,153	102 2.51
Junior College	4,059	4,353	294	7.2	4,485	132 3.05
All Teachers	3,321	3,583	262	7.9	3,638	55 1.53

Source: Salaries of Certificated Employees in California Public Schools, 1949-50. Bureau of Educational Research, State Department of Education, January, 1950, p. 5.

Table II — Purchasing Power of 1949-50 California Median Teachers Salaries

Elementary	\$3,352 + 100 = \$1,995
	168.0
High School	\$4,153 + 100 = \$2,472
	168.0
Junior College	\$4,485 + 100 = \$2,670
	168.0

YOUR STATE DEPARTMENT OF EDUCATION



Survey of Teacher Supply and Demand

THE Governor and the Superintendent of Public Instruction have received some information about trends in teacher supply and demand in the public school system of California that has become available during the progress of the second annual survey of this field conducted by the Division of State Colleges and Teacher Education in the Department.

Two Surveys

The survey, under the general direction of Aubrey A. Douglass, Associate Superintendent and Chief of the Division, has been made by James C. Stone, Consultant in Teacher Education, with the cooperation of the Bureau of Education Research, county superintendents of schools, teacher education institutions, and teacher placement bureaus, including the California Teachers Association bureaus. The first survey in this series was published by the Department in California Schools, April, 1949. The second survey will appear in an early issue of the same publication.

A brief summary of some of the material reported to the state officials is given here:

Eight Major Findings

1. An important increase in the total number of persons engaged in public school teaching in California is shown. The number of persons reported as teaching in 1949-1950 is 78,069. This is an increase of 4,585 over the 1948-1949 total of 73,484, or approximately a 6% increase.

2. An important decrease in the number of teachers employed on emergency credentials is shown. Currently the total is reported to be 10,647, a decrease of 2,391 from the 1948-1949 total of 13,038. This is a drop from 18% of the total teaching force on emergency credentials last year, to 14% this year. In differentiating between teachers employed on a regular contract basis, and those employed as day-to-day substitutes, it is shown that the percentage of emergency credentials in the contract group is 12%, while that in the substitute group is 32%.

3. A comparison on the basis of elementary and secondary teaching credentials shows that in 1948-1949, one out of every

4 teachers in elementary schools was employed on an emergency credential, and that this figure has dropped to one out of 5 in the current year. Among secondary school teachers, one out of 10 was employed on an emergency credential in 1948-1949, and the current year's figure has dropped to one out of 20. The secondary school figures reflect the fact that there is no shortage in the supply of secondary school teachers, except in special subject fields. The drop in the percentage of emergency credentialed teachers among those in general elementary positions is from 26% in 1948-1949 to 21% this year.

4. The decrease in the number of teachers on emergency credentials, together with the increase in the total number of teachers employed in the public school system, indicated that California gained 6,976 new teachers in the one-year period, October, 1948, to October, 1949. The gain is not sufficient to meet all needs, but is encouraging.

5. An estimate of the number of new teachers needed in 1950-1951 is summarized here. In subsequent paragraphs, sources of supply are reported.

The survey indicates that the elementary school teaching force may expect to lose 6,050 teachers through such causes as retirement, resignations, and death. Replacements will be needed for all of these. Increasing enrollments in elementary schools will call for an additional 2,115. Thus, a total of 8,165 new elementary school teachers will be needed next year.

In secondary schools, the needed replacements for teachers lost to the teaching force for the same reasons as are given above, should approximate 2,050. An additional 867 will be needed to provide teachers to care for estimated enrollment increases. The total number of new secondary teachers estimated to be needed is 2,917. The total need for both elementary and secondary teachers is estimated to be 11,082.

6. An important source of supply of the new teachers needed is the group of teacher candidates being prepared for graduation from California's 32 teacher-education institutions this spring. The total number of graduates expected is 8,443. This is an increase of 68% over the 1949 total of 5,028. (It is a 127% increase over the number graduated in 1941, the last of the pre-war "normal" years.)

The number of candidates for elementary school teaching in the total to be graduated in 1950 is 3,143, which is an increase of 92% over the 1949 total of 1,635. The number of graduates who will be prepared for secondary school teaching is 4,792, an increase of 66% over the 1949 total of 2,865.

Elementary vs. Secondary

These figures indicate that California is training one-and-one-half times as many secondary school teachers as elementary school teachers; whereas the demand for teachers in the elementary field is almost three times as great as in the secondary field.

From another viewpoint, one elementary school teacher is trained for every four needed; whereas two secondary school teachers are trained for every one needed.

The gap between supply and need will have to be filled by issuing more emergency credentials in the elementary field.

7. In addition to the graduates from California teacher-education institutions, an important source of supply for elementary school teachers is in the group of **teachers from outside of the state**. An analysis of the regular credentials issued over a 6-months period indicates that one-half of the teachers now certificated in California have come from outside of the state.

8. A general estimate of the prospect for the 1950-1951 school year, based on reports of teacher placement bureaus, indicates that a critical shortage in the supply of elementary school teachers will continue to exist, and that there will be an over-supply of secondary school teachers in the usual academic fields.

Critical Shortages

The survey indicates that critical shortages exist in these fields: kindergarten-primary and general elementary; special education (of physically handicapped and mentally retarded children); and, in the secondary schools, in agriculture, homemaking, librarianship, industrial arts, physical science, women's physical education, and vocational education.

The survey indicates that a balance of supply and demand exists in the following secondary fields: art, business, life science, mathematics, music, speech, and English.

A condition of over-supply of teachers exists in these fields, — junior high school; junior college; psychometrist; and in the secondary fields of language, social studies, and men's physical education.

In public school administration, critical shortages exist in elementary administration, elementary supervision, health and development, and child welfare and attendance. An over-supply of personnel available for secondary school administration is reported.

THE survey indicates that California's supply of regularly qualified teachers is increasing, and that the state's teacher education institutions are making an impressive contribution to this supply. As public school enrollments have also been increasing steadily, especially in elementary grades, the demand for elementary school teachers is still greater than can be supplied from present sources.

1949-50 Teachers Salary Bulletin Available

The CTA Research Department announces that the 1949-50 teachers salary bulletin is now available. Copies of the printed bulletin (CTA Research Bulletin No. 20) have been sent to school administrators and to presidents of local teacher groups.

Additional copies may be obtained by writing to CTA Research Department, 391 Sutter Street, San Francisco 8. There is no charge to CTA members.

Co-Oper-Action

FIELD SERVICE COMPLETES
PIONEER GUIDE FOR
PROFESSIONAL RELATIONS
COMMITTEES

REFLECTING the growing professional stature of teaching throughout California is a significant new CTA publication titled "Co-Oper-Action," now being distributed to local professional associations.

Written and edited by field service staff members, the handbook is an answer to the swelling cry for a guide to assist professional relations committees in local teacher associations. It will take its place alongside similar handbooks already published for use by salary and public relations committees.

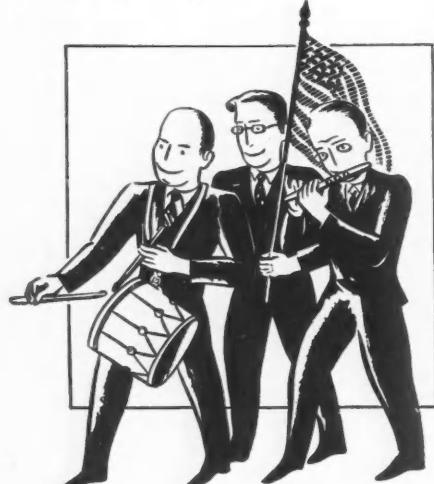
Coming as a pioneer in the field of professional relations, "Co-Oper-Action" keynotes the vital role of democratic procedures in the schools. In 64 pages of information and suggestions, it develops the principle that the teaching profession has an undeniable responsibility for its own conduct. It details methods for improving relationships within and without the profession and outlines procedures for handling personnel problems.

In addition to setting forth the mechanics of establishing and maintaining an effective professional relations committee, the handbook contains chapters on the following functions:

Promotion of ethical conduct on the part of all members.

Maintenance of professional standards.

Democracy Is Dynamic



Prevention of professional crises.

Protection and defense of the profession.

Democracy Is Dynamic

Stressing the necessity for democratic practices throughout, the new publication gives special emphasis to the relationships of the teachers association with the administration, the school board, and with themselves.

"The first concern of a professional relations committee is to establish and maintain routine methods of using democratic and cooperative procedures in developing school policy," the handbook says.

Urging teacher groups to take a more active interest in the problems of their schools, it suggests that "The way to get acquainted with the personnel and problems of the school board is simple: go to the board meetings."

Since "there are no secrets in school business," regular representation at board meetings with regular reports to the profession are recommended. It warns such representatives at school board meetings "to speak when spoken to," since the board is not obliged to listen to any observer unless it chooses to do so, even though open meetings are legally required for conduct of all official school business.

Cooperation with administration is a two-way street, with traffic flowing in both directions. Administrators are now realizing that teacher participation in policy formation is the best way to fully effect policy. The more teachers confer with administrators, the more they appreciate the problems, functions and responsibilities of administration."

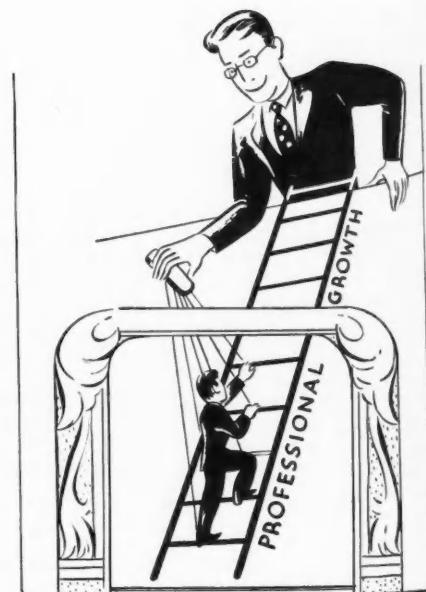
String for Teacher's Finger

In defining teachers responsibilities for promotion of ethical conduct, the handbook says that "Teachers long have realized that certain standards of conduct and performance must be maintained by all individuals in the profession if those who follow this calling are to warrant and receive the respect and recognition the public accords to professional people."

Concrete ways to provide reminders and promote ethical behavior without sermonizing comprise the remainder of the chapter.

Heaven Helps Those —

Interpretation of the oft-repeated statement that "the organized teaching profession must take increasing responsibility for its own members"



provides the introduction to the chapter on "Maintenance of Professional Standards."

The activities calculated to accomplish that goal include the following recommendations:

Selective recruitment of potentially good teachers.

Taking a lively interest in professional training offered by colleges and universities.

Orientation and guidance of new teachers in our schools.

Creation, encouragement and support of professional growth opportunities and professional functions.

Assisting teachers to meet standards required for continued employment or for permanent status.

Before the Lid Blows Off

Through attention to the underlying causes which result in conflict, many of the professional crises can be averted, the handbook asserts. It



discusses, step by step, how local associations can aid in this field by using democratic and "Co-oper-action"

technics toward development of sound personnel policies, tenure policies, and solutions of morale-disturbing conditions that tend to grow into explosive pressures.

In the concluding chapter, the functions of various agencies available for protection and defense of the profession are described.

Pointing out that "Duz doesn't do everything," the professional relations committee is charged with "local responsibility for making the teaching profession capable of self-discipline and self-protection, and competent to defend public education."

Relationships between the local committee and the section, state, and national agencies in processing problem cases (or "handling our own soiled linen") are outlined. Information on the functions and procedures of the Section and State Ethics commissions, legal services, the NEA Commission for Defense of Democracy through Education, and the NEA Committee on Tenure and Academic Freedom complete the "Co-Oper-Action" text, followed by a bibliography of materials recommended for professional relations committees.

With Theodore Bass, Harry Fosdick, Robert McKay and Robert Rees contributing individual chapters, the new handbook was edited by Harry Fosdick. These field service staff members explain that "constantly growing demands from local associations for help to increasingly active professional relations committees led to preparation of this handbook with the guidance and approval of the State Ethics Commission members.

TWO SKETCHES

By Auri Wood, Oakland

The Play House

VIRGA entered my room one winter morning. Coming as she did, directly from Portugal, she quickly looked around the informal classroom that was so different from her previous environment.

Golden lights in her dark brown eyes sparkled as she looked at the colorful pictures, the clay models, and the play house, complete with dolls, rockers and tea dishes.

Dressed completely in drab, practical brown, from heavy, old-world brogues to the butterfly bow on the top of her Dutch-cut hair, she looked like a timid wood sprite, and I loved her immediately.

But I had several problems that morning and when I came back to Virga I smiled to see her sitting for-

mally in a back desk with her feet firmly planted on the floor and eager to learn the language of her new home.

"Mary," I suggested, "let Virga see our new doll."

Mary took it from the cradle and chatted to Virga.

"She doesn't know our language. We'll have to teach her," I explained.

I put the doll into Virga's arms and repeated the words "baby doll" several times.

Mary said, "Rock the doll, Virga, rock the doll." And she pushed Virga's arm back and forth.

Finally Virga began to rock the doll as Mary had indicated. Then Mary took her by the hand and led her to the rocker and pushed her into it. She poured a cup of play tea and handed it to Virga. But Virga was smiling down into the doll's face and repeating her new words, "Baby doll, baby doll."

Then Virga accepted the cup of tea

and the two girls, with the tea table between them, Mary's chatter and Virga's new words, settled down for a visit.

Virga had found a friend in the school play house.

The Military Jacket

HE stood before me, thin and tall for his ten years. The short-waisted, double-breasted, grey military jacket emphasized his stiff posture. His wide blue eyes looked straight into mine as he offered his hand in a quick handshake, according to the German custom.

As I gravely shook hands I wondered what was behind those eyes that were so hard to read. What they had seen of death and destruction and a conquered country I could not know.

How my class would react to such a child in their midst was the gnawing worry. I had a tough bunch of boys, that year, who still imitated machine guns, with sound effects, to "mow 'em down." I was glad I could temporarily evade telling them Carl's nationality, for he looked as Anglo-Saxon as most of them.

But that military jacket of his . . . it was so different from the leather jackets, bright blazers and figured sweaters that was the conventional garb of the boys. I didn't want Carl ridiculed, but that was what I was afraid of, so I showed him to the cloak room, where he hung his jacket.

There the jacket, that had evidently been hastily home-tailored from a discarded uniform, would not be noticed, for all the wraps were limp and characterless without the whirling, active arms that gave them personality.

The day flew by with fleeting glimpses of big Willie, of the blank brain capacity, making overtures of friendship.

"Have a piece of candy . . . use my pencil . . ."

Then, with the suddenness of an explosion, the day was over.

Carl buttoned his jacket while Willie bounced along behind him. They went down the steps together with Willie swinging on the grey jacket arm.

"Here," I thought, "the trouble starts!"

But I heard Willie say, as the two boys turned the corner, "Boy! that's a swell jacket!"

I turned into the room with a grin. There was nothing to fear. Carl, the enemy child, was accepted for the moment. The future would take care of itself.



CAN THE MALE TEACHER BE A MAN?

By Dr. Charles E. Meyers, Associate Professor of Education, University of Southern California, Los Angeles

SOCIETY'S current wish for a greater number of men in the teaching profession, particularly at lower levels, stumbles on at least two obstacles. Both pertain to some bad habits and to a certain inertia regarding the concept of the teaching role held in our society in general and in some of our educational brethren, all of whom should know better.

One of these obstacles is the unfortunate assumption of femininity in the teacher, most shamefully represented in the pronoun used by a writer or speaker who refers to a teacher-in-general. For example, the superintendent of one of America's large school districts recently declaimed for an hour on the improvement of teaching, and did it well; but the presentation was pock-marked with the stereotyped "a teacher . . . she," and "the teacher . . . her," etc. A similar example is found in a widely-used text on mental hygiene in education. The language implies either that the book is meant only for a woman, or that only a woman can be a teacher.

Is this feminine usage only a verbal bad habit or is it a reflection of a basic concept of the teacher role? One hopes the superintendent of a few lines above holds no prejudice on male help, but the regrettable language will not encourage male applications or trainees.

Stepping-Stone

The second obstacle of concern with the concept of the male teacher applies mainly to the elementary levels. It is that teaching is only a service experience, an unfortunately necessary step to higher goals. The student tells his friends, more or less apologetically, that he prepares for elementary teaching because it is the best way to a superintendency or a professorship. As though, you see, being an elemen-

tary teacher is not quite right. His own inner conviction may be one of complete satisfaction with the teaching role. Why, then, does he react as he does? Because so many of us have helped to develop and to perpetuate the effeminacy concept of teacher on the one hand, and because on the other we impute a man's manliness unless he exercises his American birthright to ambitious plans.

The cultural anthropologist, of course, is the one who can tell us all about these problems. He can first tell how people grow up in a society of meanings and concepts; how we automatically identify with these and become a slave to many of them, regardless of our vaunted freedom. Second, he will tell us the more hopeful side, that these ideas are often temporary enthusiasms, here today and changed tomorrow, varying in time and space, subject to many influences.

Chest-Thumper

Our illustrations are common enough. It used to be "sissy" for a boy to take music lessons and evil for a woman to smoke. The pressure to feel worthy, to belong, to be counted as regular, binds us to conform to the dimensions of the roles appropriate to our sex, age, and times. The American man, as Gorer has pointed out, wants to be a chest-thumping male who supports his family, knows a minimum of profanity, pretends ability to repair any automobile. Being an American man entails some taboos, such as never saying "but really" or "cute."

And being an American man also means one is entitled to dream and plan, to push to higher station in life. So long as we want to believe that elementary teaching is low on the totem pole of masculine respectability, we shall have difficulties giving school children their fair share of guidance and leadership by qualified men.

Fortunately the times have changed and are changing. Boys can study music. Women may smoke in public. Husbands wash dishes and change diapers. The causes for devaluation

of male teaching of young children are more historical than contemporary. The concept of male teaching now broadens to include respectability and maybe a little masculinity. Changes leading to the broadening are still in process, and more may be expected in the future: salaries sufficient to support a family; increase in educational requirements; selection of candidates on qualities including personality and appearance.

If the reader is a prospective male teacher for the elementary grades, he should be reassured by some important facts:

First, the objective data in the Terman and Miles study of psychological masculinity-femininity in occupations show no suspicion of femininity in male teachers.

Better Salaries

Second, financial supports are now at a level and based on such foundations that an acceptable salary can be anticipated. We prayerfully hope that the day is past when many districts could afford only unmarried girls living at home or childless working wives.

Third, there is tremendous gratefulness in the parents of children, especially in the fathers of boys, for having a man teacher around. If you are not sure of this, ask your neighbors.

Fourth, competent opinion demands a place for the male teacher. One remedial reading expert blames most of boys reading problems on the inability of women properly to communicate with the boy on June bugs and guided missiles. The pressure exerted by such research-based conclusions should surely increase the demand for and hence the acceptability of the male teacher.

Fifth, the training centers are in the process of opening more doors. At the writer's institution there are approximately 50% more men in elementary directed-teaching than women, while the school system providing the facilities now allows men in the lowest grades, including kindergarten.

THE teacher role, then, becomes progressively more acceptable to the man and for the man. By the time the present student takes his first job the situation may be measurably brighter. But we need not wait passively for the cultural habit to conform gradually to the ideal. We can each individually give a push by clarifying our concept of the teaching personality and by mending our habits and attitudes.

First, let's watch that "teacher . . . she" business. The idiom permits the

use of "he" or "his" or "him" for either sex; there is no reason not to use "he" when one speaks of a teacher-in-general.

Second, let's operate on the conviction, if one has it, that a teacher of children does not need to be any more feminine than a scout master or a medic.

Third, let's act as if teaching as such is a respectable professional occupation, entirely worthy in its own right of public acceptance.

PUBLIC SCHOOLS WEEK

As 1950 is the last of the three centennial years to be observed in California, the state's unique Public Schools Week in this year can be given a significant historical character.

I am often asked to suggest suitable themes for the observance in communities and their schools. Here are three that may be touched upon in local exercises and may serve as reminders of the community's neighborly relation with other communities of the state.

1. The Centennial of Statehood.
2. The School's Part in California's Greater Future.
3. How the School Can Help in Community Practice of Conservation of Natural Resources.

The first invites appreciation of the courage with which California teachers and children a century ago met the problems of the school in a pioneer society. The second invites acknowledgement of the greater need for cooperation and mutual consideration among California's people as our numbers increase so rapidly. The third is ever pertinent, for it was natural wealth that gave Californians the impetus for their remarkable development of the state, and our natural wealth, wisely used, can mean much to California's future generations.

I am confident that the 31st Annual Public Schools Week, April 24 to April 29, 1950, can be one of the most rewarding in the history of this observance.

ROY E. SIMPSON

Superintendent of Public Instruction

Notable Educational Events—April, May

ANNUAL meeting of the California Teachers Association and CTA State Council of Education; April 7, 8; Palace Hotel, San Francisco. The meetings also include the State Board of Directors, State Committees, and California Student Teachers Association Junior Council.

Pan-American Week; national observance; April 9-15.

The California Association of Public School Business Officials holds its annual state convention April 12-15 at Coronado.

California Public Schools Week; 31st annual state-wide observance; April 24-29.

California Congress of Parents and Teachers; annual state convention; May 1-5; Santa Cruz.

National Congress of Parents and Teachers; national convention; May 18-25; Long Beach.

See also detailed calendar on pages 39, 40 of this issue.

CTA State Headquarters Staff at Work

3. MEMBERSHIP DEPARTMENT

MRS. Priscilla S. Parker, in charge of the CTA Membership Department, is shown in the picture below, against a background of addressograph-plate files. During each school month address-strips are prepared for nearly 60,000 copies of the CTA Journal; in 1949 there was a total of 441,000 impressions.

Postoffice regulations require the mailing lists to be in geographical order. Processing a membership means,— (1) to check it against the files to see if it is a new or old member; (2) sorting into counties and towns; (3) within towns according to zone numbers or other requirements of the Postoffice; (4) arranging alphabetically; (5) cutting new plates; (6) changing addresses where necessary; (7) making and filing the permanent membership card; and (8) filing the plates alphabetically according to towns and counties.

Other mailing lists are in constant use; for example,— Legislative Letter (1949)—91,000; Field Service 20,000; Management 69,000. The grand total of all CTA addressograph impressions, 1949, was the astonishing figure of over one million.

A staff of 4 persons, including Mrs. Parker, work constantly in recording new memberships and in correcting addresses and bringing the lists up-to-date.



School Apportionment Provisions of CTA-Sponsored B 65

Since the present apportionment law expires this year on June 30, it is proposed that legislation be enacted to provide appropriations for school districts according to the following plan:

A. FOUNDATION PROGRAM FOR ELEMENTARY SCHOOLS

1. Elementary District above 100 a.d.a.

- (a) \$185 X a.d.a. reduced by .0065 X 90% of assessed value.
- (b) (Districts with Kindergarten) \$194 X a.d.a. reduced by .0090 X 90% of assessed value.
- (c) (Districts without Kindergarten) \$190 X a.d.a. reduced by .0080 X 90% of assessed value.
- (d) \$90 X a.d.a. (The Basic Aid.)

Districts with less than \$4000 assessed value per a.d.a. will use formula (b) if they maintain kindergartens, (c) if no kindergarten.

Districts with \$4000 to \$16,239 assessed value per a.d.a. will use formula (a).

Districts with more than \$16,239 assessed value per a.d.a. will use formula (d).

The mandatory tax for participation in equalization is 65c in all cases.

2. Elementary Districts (100 a.d.a. and below).

1 a.d.a. \$4485

Above 1 a.d.a. increases \$85 per pupil to 24 a.d.a.

25 a.d.a. \$7625.

Above 25 a.d.a. increases \$105 per pupil to 49 a.d.a.

50 a.d.a. \$11,250.

Above 50 a.d.a. increases \$125 per pupil to 74 a.d.a.

75 a.d.a. \$14,875.

76-99 a.d.a. increases \$145 per pupil.

100 a.d.a. \$18,500.

The small school Foundation Program is based upon a tax-rate of 65c on 90% of the assessed valuation.

After 5 years small schools will receive these increased benefits on account of smallness only if it can be demonstrated that such schools are

necessary as determined by a "formula of necessity" to be made a part of the law.

3. The cost to the State of this Foundation Program for Elementary Schools would be about \$21 million more than would be provided if present law were continued in force.

B. FOUNDATION PROGRAM FOR HIGH SCHOOLS

1. High School Districts above 300 a.d.a.

- (a) \$210 X a.d.a. reduced by .0040 X 90% of assessed value.
- (b) \$260 X a.d.a. reduced by .0075 X 90% of assessed value.
- (c) \$90 X a.d.a. plus \$1000 per year maintained.

Large districts with less than \$16,000 assessed value per a.d.a. will use (b).

Large districts with \$16,000 to \$32,000 assessed value per a.d.a. will use (a).

Districts with more than \$32,000 assessed value will use (c).

The mandatory tax for participation in equalization is 40c in all cases.

2. Small High School Districts (300 a.d.a. or below).

5 a.d.a. — \$10,080.

6-62 a.d.a. — An additional \$504 per pupil.

63 a.d.a. — \$39,138.

64-129 a.d.a. — An additional \$166 per pupil.

130 a.d.a. — \$50,260.

131-299 a.d.a. — An additional \$75 per pupil.

300 a.d.a. — \$63,010.

The Small High School Foundation Program is based upon a tax-rate of 40c on 90% of the assessed valuation.

After 5 years small high schools will receive these increased benefits on account of smallness, if it can be demonstrated that such schools are necessary as determined by a "formula of necessity" to be made a part of the law.

3. The cost to the State of this Foundation Program for High Schools would be about \$257,000 more than would be provided if present law were continued in force.

B 65—*Legislative Session of 1950* (READ ALSO PAGES 5 AND 6)

C. FOUNDATION PROGRAM FOR JUNIOR COLLEGES

- (a) \$225 X a.d.a. reduced by .0025 X 90% of assessed value.
- (b) \$90 X a.d.a. plus \$1000 per year maintained.

Districts will use (a) or (b) whichever is larger.

Junior Colleges maintained by High School Districts or Unified Districts to be figure as independent districts.

525 hours of attendance to be considered a Unit of a.d.a. for Junior Colleges in grades 13-14.

The mandatory tax-rate for participation in equalization is 25c in all cases. The cost to the State of this Foundation Program for Junior Colleges would be \$311,000 less than would be provided if present law were continued in force.

D. APPORTIONMENT FOR GROWTH

1. When growth in a.d.a. in any district at any level is 5% or less over the preceding year, no allowance is proposed.

2. When growth in a.d.a. is more than 5% over comparable period for the preceding year, it is proposed that additional apportionments be made on January 1 and June 1 to cover only that portion of the growth which exceeds 5%. The amount of the excess apportionment is based upon the foundation program for the district involved.

3. If the growth is more than 5%, districts will be required to make a supplementary attendance report in December and May of each year, upon which excess apportionments will be based.

4. This program would cost the State about \$6,349,000 next year.

E. PROPOSED STATE REIMBURSEMENT FOR PUPIL TRANSPORTATION

1. Basis for Reimbursement.

a. All approved reimbursable costs for pupil transportation over and above an amount raised by a 2c tax-rate on individual districts maintaining transportation at one level, or a 3c tax-rate on districts maintaining transportation at two levels, or a 4c tax-rate on districts maintaining transportation at three levels, shall be paid by the State. It should be noted that Junior Colleges are to be included in transportation allowances.

2. Reimbursable Transportation Costs Defined.

- a. Cost of maintenance and operation of buses as approved by the Superintendent of Public Instruction.
- b. Replacement of existing buses.
- c. Costs "in lieu of transportation" within limits of approved transportation costs.
- d. Capital outlay for new buses (not replacement) at rate of 10% per year.

3. Transportation in Newly Unified Districts.

a. Newly unified districts to be fully reimbursed for new buses and for operation during the first year, when such costs are due to reorganization of attendance centers.

4. Administration of Transportation.

a. The Superintendent of Public Instruction is to be given power to administer transportation subject to rules and regulations to be adopted by the State Department of Education.

5. The added cost of this program to the State would be about \$2,066,000.

F. COUNTY SERVICE AND SUPERVISION FUNDS

1. County Service Fund to be continued at present rate of \$3 per a.d.a. at all levels and to be administered and apportioned as at present.

2. County Supervision Fund set at \$1.50 per a.d.a. in the Kindergartens and Elementary schools, to be distributed to the counties on the basis of budgets submitted to the Superintendent of Public Instruction.

3. It is proposed that County Supervision may be provided by County Superintendents on the request of districts having more than 900 a.d.a.

G. PROPOSALS TO ENCOURAGE DISTRICT REORGANIZATION

1. All approved reorganized districts are guaranteed no loss over what the component districts received during the next preceding year.

2. Provision is made that newly-organized districts will not suffer loss of supervisory services.

3. In newly-approved union or unified districts there shall be (a) a bonus of \$2400 for each component elementary district and (b) \$4000 for each component high school district.

4. All bonuses for old and new union and unified school districts to cease in 5 years.

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Parents & Teachers

**California Congress
of Parents and Teachers**



RADIO IS EDUCATING

By Mrs. Dorothy Sutherland, Pasadena;
State Radio Chairman

THAT Radio is a very powerful educational force is recognized by the California Congress of Parents and Teachers.

John Dewey, inaugurating the WEVD University of the Air in 1934, said, "Radio is the most powerful instrument in social education the world has ever seen. . . . In all social matters the mass of people are guided through hearing rather than by sight. The progress of democracy has been hindered by the fact that modern means of exchange of physical things has advanced far beyond the means for exchange of knowledge and ideas. The radio brings us the possibility of redressing the balance."

"It is only a possibility, not as yet an accomplished fact. The radio lends itself to propaganda in behalf of special interests. It can be used to distort facts and to mislead the public mind. In my opinion, the question as to whether it is to be employed for this end, or for the social public interest, is one of the most crucial problems of the present."

We have had ample proof of his prophetic words. Wise people know that "the most crucial problem" has not been solved. If the average listening time per day per person is 4.3 hours, as was determined in a recent survey, then the tremendous importance of radio as an educational factor can not be over-emphasized. It is vital that every effort possible be made to see that this force is directed toward desirable goals.

With this in mind, the State Radio Committee of the California Congress of Parents and Teachers has a three-fold program this year.

First, they are attempting to help parents with their important job of bringing up Junior. In other words, Parent Education has taken to the airwaves. Twenty-five districts, some with several radio stations participating, are sponsoring a series of fourteen

15-minute programs entitled "The Inquiring Parent." Parent-study groups all over the state are meeting during the 14 consecutive weeks to hear Dr. Luther Woodward, field consultant for the National Committee on Mental Hygiene, answer the questions of an "inquiring parent." These listening periods are followed by discussion in local study groups directed by local lay PTA leaders from study-guides prepared by the State Congress chairman of Parent Education, Mrs. Sylvia Bogen. This is a joint project of the radio and parent education committees.

The Congress provides these transcriptions to be used in broadcasting as a public service to encourage radio listening for study purposes. The transcriptions were made possible by a grant from the Rosenberg Foundation and are of interest to all parents whether PTA members or not. The titles of the programs show the wide range of material covered: Humor in the Home, Moral Training of Children, What About Comics?, Junior Has His Troubles, What Can Father Do?, When Illness Strikes, Sex Education in the Home, Parents Through the Eyes of Teen-agers, When the New Baby Comes, Childrens Allowances and Family Money, Dealing with Prejudice, When Children Are Different, Dealing with Destructiveness, Popular and Unpopular Children.

Reports to date indicate that these programs on the whole are being very well received. Following completion of their use in broadcasting the records are made available to local study groups, schools and churches.

In addition to these broadcasts at least 10 of our districts, as well as several councils, have regular time on the air and are using it to promote not only a better understanding of our schools but also the importance of the cooperation of home, school and community in reaching the goals of education for our children.

Another project of the committee is the improvement of programs on the air. This is done by the promotion of discriminating listening and by pub-



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- 4 Indirect general lighting
- 5 Floor lamps
- 6 Book case lighting
- 7 Electric clock
- 8 Movie projector
- 9 Electric record player
- 10 Radio
- 11 Table lamps

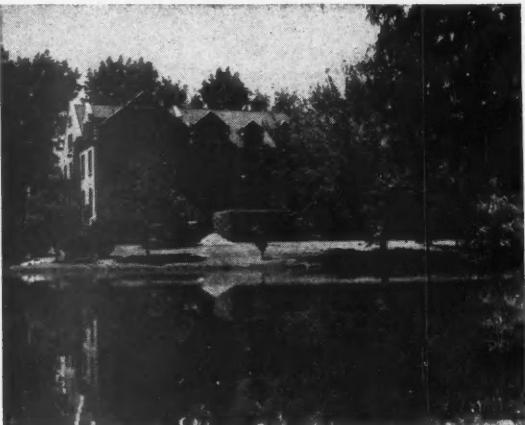
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lishing lists of recommended programs both for radio and for television. Monthly articles in the California Parent Teacher recommend good fare on the air. Letters go to radio chairmen throughout the state giving suggestions for evaluation of programs together with helps for promotion.

A third concern of the committee is to encourage and assist local schools in the use of the vital educational tools of radio and television. Many school superintendents are aware of their importance and are ready and anxious to use them. Many teachers likewise have the desire, but do not have the equipment. It is our purpose to help convince the public of the importance of these tools to the end that they will give financial support in future planning.

"Radio (and we would now add television) is the most significant medium for education in its broadest sense that has been introduced since the turn of the century. . . . Some day its use as an educational instrument will be as commonplace as textbooks and blackboards," says Dr. R. G. Reynold, professor of education at Columbia University. Your California Congress of Parents and Teachers means to help wherever and whenever they can.

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AUDIO-VISUAL EQUIPMENT FOR SMALL SCHOOLS

By George H. Linsley, Principal, Dixon Elementary School, Solano County; President, Sacramento Valley Section of California Audio-Visual Education Association

THE small elementary school, one of 200 ADA or less, has many problems closely related to its small size, and in many cases, limited financial resources. The growth of audio-visual education in recent years has added another problem for the small district, namely, the purchase of adequate equipment to enable the proper use of audio-visual materials.

Many administrators of small schools have been surprised at the amount of good equipment which may be purchased for a relatively small amount of money. In most cases the purchase of lightweight equipment is desirable because it is easily handled by women teachers and is reasonable in price.

The administrator should first determine what the immediate equipment needs of the school are, and group them so that the most needed items may be purchased first. Some equipment is essential to even a minimum

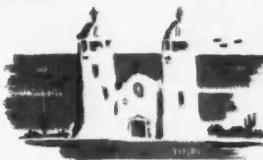
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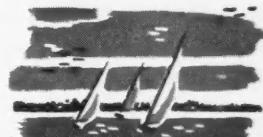
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program. It is generally felt that the following items are essential for any small school which is planning to use audio-visual materials. Prices vary according to the make of equipment chosen; those shown here are approximate:

One 35mm film strip projector (also shows 2x2 color slides)	\$ 70
One 16mm sound projector (light-weight type)	300
One multispeed record-player (with microphone attachment)	100
One microphone for use with above.....	20
One table-model radio for every 3 classrooms (should have at least a 7" speaker)	40
Two portable screens 3 ft. x 4 ft., \$20 each	40
Two 30-foot extension cords, \$ each....	10

Total \$580

Additional equipment which is desirable if money is available for its purchase include the following:

One 3 1/4" x 4 1/4" slide projector.....	\$150
One tape recorder (light-weight type)..	150
One opaque projector.....	175
One portable projection-table.....	40

Total \$515

It can be seen from the above that essential equipment may be purchased for about \$600, and that optional items may bring the total cost as high as \$1100. If the purchase of this equipment is carefully planned and spread over a period of 2 or 3 years the annual capital outlay can be less than \$400.

It should also be kept in mind that this equipment, if properly handled, will give many years of good service. Most Boards of Trustees will authorize the purchase of audio-visual equipment if the cost is spread out over a period of several years, and if they can be assured that definite educational advantages will be gained through the purchase of such equipment.

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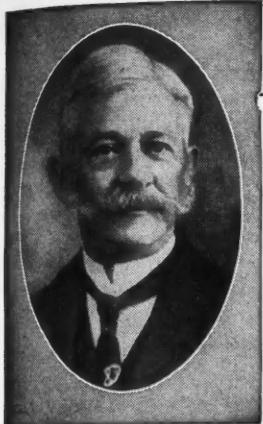
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PLASTICS PLUS

By Grace M. Davis, Modesto High School

ANY school sorely harassed by problems—curricular, adjustment, or behavior—may well give thanks for that glamor course for boys, Plastics. At Modesto High School in 1945 the Trades and Industries Department, of which Mr. David Nielsen is chairman and Mr. J. K. Barnett is super-

visor, scheduled an elective course called Plastics.

The many attractive articles constructed by the boys in this first class made future enrollment in like classes so desirable and sought after as to produce each semester a rush of registrants for any of the much coveted

places in any one of the 6 periods scheduled.

The interest in the subject of Plastics quickly spread to the adults of the community. A demand for instruction led to the establishment of classes in Plastics in the program offered by the department of adult education. During the first year 250 adults enjoyed the work in these synthetic materials. An equal number of adults signed for membership in the classes which were held during the summer vacation.

At Modesto High School all persons who know of the results obtained now designate this course offering as a plus. Boys certainly so regard it! Think of the glamor acquired by the lad who can present his girlfriends, his mother or his relatives with enviable gifts. Think of the prestige it gives these boys. If the possession of a red convertible raises a boy's importance in the minds of girls, so does the bringer of gifts gain value in the eyes of his feminine friends.

Even more encouraging is the fact that so many boys scheduled into a "special" or ungraded class have found in Plastics the success which has been denied to them in the more academic classes. When Mr. Ashford discussed his procedures before a teachers institute of the City and County of Fresno in 1948, he used as demonstrators two boys, whose I.Q.'s were low and whose scholastic production had never brought to them the accolade of an A grade. For boys who need a stimulus, a course in Plastics provides the joy of achievement and the reward of success.

The production of salable articles certainly does add to the financial and social well-being of many boys of this group. So A plus would be the grade the boys of Modesto High School would give to Plastics as they remember that during the past year they, as students, have made 700 heart-shaped lockets, 800 pepper and salt shakers, 150 earring holders, 100 gear shift knobs, 125 candle holders, 400 nut cups, 175 desk sets, 700 combination sets of earring pins together with such individual items as cracker trays, picture frames, jewelry boxes and flower holders.

For the teacher of this course in Plastics there are the immediate and tangible rewards. He has the privilege of presenting subject-matter that in itself stimulates pupils to wholesome activity and which appeals to the interest of adolescents. The teacher does not have to search for assignments that will give to the class members a relief from boredom. Primarily he needs only to direct their energies into these activities which are of keen



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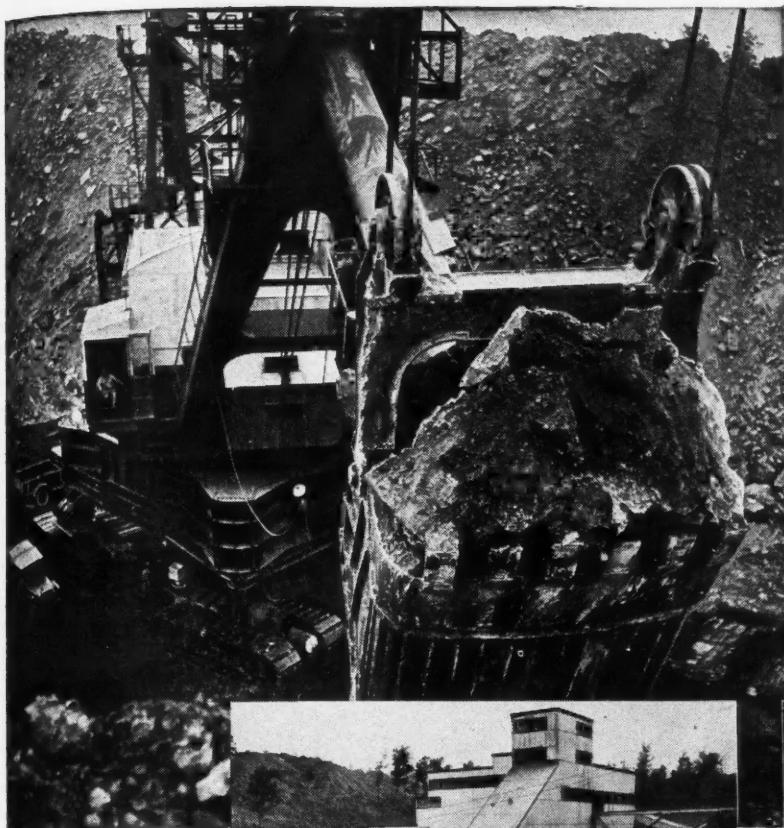
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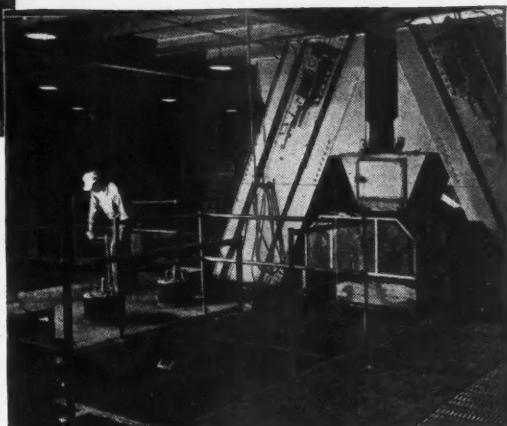
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interest to boys of the high school age. The teacher has at hand a class ready-made channel for meeting individual differences through individualized instruction.

Even far more satisfying to an instructor is the ability to work in a natural situation which can combine guidance functions with teaching. For the inspired teacher the highest plus rewards are involved in being instrumental in salvaging character or preventing delinquency or emotional unhappiness. The Curriculum Director at Modesto High School will attest to

the fact that these classes have solved for her one difficulty by locating for boys a very desirable "elective."

The Plastics class offers an "elective" within the performance range of boys with varied skills and academic abilities, assorted ages and interests. Any curriculum director likes "elective" courses in which students can realize those end products which are quickly reached and tangible. Any curriculum director rejoices over "electives" that provide a balance to an exceptionally strong departmental set of offerings. Certainly any curricu-

lum director marks the word plus after the name of eagerly-sought-after "electives."

Just as vividly as the Curriculum Director, do the counselors at Modesto High School realize that these courses are an aid to the settlement of certain adjustment problems. All counselors, recognizing that a harmonious atmosphere in a recitation room or shop serves as a preventative of maladjustment, will know why the counselors in this school hope that the periods scheduled for Plastics can be increased. The administrators at Modesto High School who are in charge of discipline give a high rating to these courses of Plastics because behavior problems so often arise from an urge to release pent-up energy. In the Plastics shop an adolescent can and does find outlets in ways that have social approval.

No, the plastics course is not an aspirin-like pellet guaranteed to cure the simple or complex headaches of an administrator. No, the plastics course is not a shot of penicillin to inhibit the infections in an ailing curriculum, nor is it a sedative to lull the potential "disciplinees" into somnolence! It is not even like unto a stick of peppermint candy to make more endurable the less appetizing periods of the day. It is simply an educationally sound, psychologically correct, and pedagogically justifiable claimant for the entrance into a schedule on par with other subjects. But "something new has been added" that makes the students and faculty at Modesto High School call the course, "Plastics Plus."

FAMILY LIFE EDUCATION

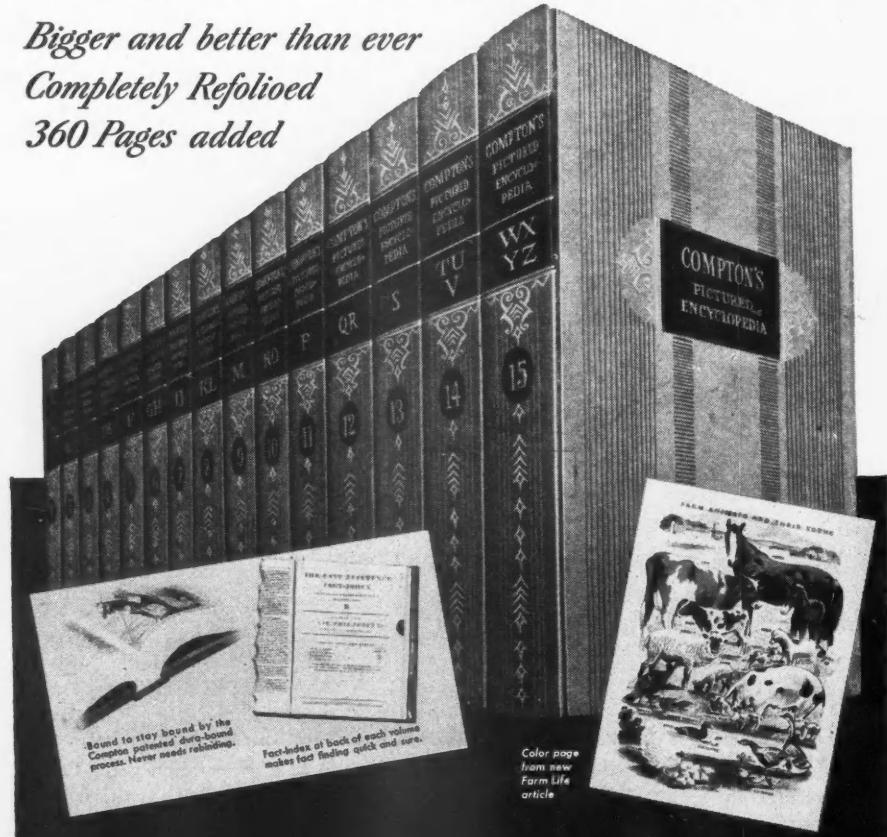
RALPH G. ECKERT, Ph.D., consultant in parent education, State Department of Education, is the author of several bulletins and reprints, of great interest and value to all who are concerned with family life education, parent education and sex education. A Program of Sex Education is the title of a 3-page mimeographed statement of special value.

Dr. Eckert was graduated from University of California in 1931, had his masters degree 1934 from USC, and his doctorate 1940 from UC. He served as counselor, assistant director and director of the Stockton Junior College guidance program, and taught clinical psychology at the College of Pacific during 1945-46.

He has been with the California State Department of Education since 1946; has served and is serving in many responsible positions in state, regional, and national organizations in the field of parent education; and is widely known as a lecturer, teacher, and writer. Last summer he conducted at University of California Los Angeles a training-center on family life education and has charge of a similar workshop there, June 19-July 14, 1950.

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CTA Journal, April 1950



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COURTESY CLUES

By Mr. Gurney P. Hill, Columbia School, El Monte, Los Angeles County

THIS class of 40 6th graders was just an ordinary cross-section of American life. No attempt having been made at grouping, there were children here from homes of gentle breeding, but there were others. Yes there were others where the evidence

of their having had training in the fine arts of courtesy did not exactly stand out with any prominence. But there were interesting possibilities here.

Every unit should have a launching. Whether by dramatic flair as is the

manner of some, or by a simple little device such as was used here, is a matter to be determined by several contributing factors. Whatever the method, its primary purpose is to stimulate interest from the very start.

The local color was provided by an imaginary party participated in by the members of this class. The boys wrote their names upon small slips of paper, and each girl drew from this pile one name. She then wrote a letter to this boy, inviting him to attend the imaginary party to be held on a specified date and at a given hour. Suggestion was made (1) as to what contribution he was expected to bring to add to the entertainment and (2) what kind of clothes he should wear.

The boys received their invitations from a pupil carrier who was designated as "Uncle Sam." Each boy wrote an acceptance of the invitation and a statement of his desire to contribute to the success of the party.

The next event was the drama of the party itself. The girls stood around the tables, each beside her chair. Each boy, as his name was called, came forward and assisted his lady fair with her chair as she sat down. There were varying degrees of gallantry in each case and considerable suppressed merriment on the part of the girls. The events thus far provided no end of thrills as they watched the attempts of certain boys, who up to this time had probably never made a studied attempt to be gallant in their whole lives. The boys took it all in good stride, laughed at their own feeble attempts, and through it all looked pleased.

We Study Etiquette

With this little ceremony out of the way, the next question was whether everyone would know how to conduct himself or herself at this imaginary party. The need of consulting some reliable authority became immediately apparent. A trip to the school library resulted in bringing to class several books of etiquette suitable to the grade level. Table manners became the object of intensive study. This led to the study of other rules of common courtesy such as the proper time for saying "excuse me," "thank you" and "I'm sorry to have interrupted you."

The next step was to make functional this study of table manners and other rules of courtesy. The list of "simple courtesies" was necessarily long but they were all copied down in our Eager Beaver notebooks. To alleviate any approach to boredom, we developed a system of clues. After going over all of our rules, we decided that in reviewing them we would use

New Horizons in Teaching

Suggestions we hope you will find interesting and helpful



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Editor

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THE SIGN OF THE GOLDEN FISH, Cornish Fishermen in Maine — by Gertrude Robinson. Illustrated by Frederick Chapman

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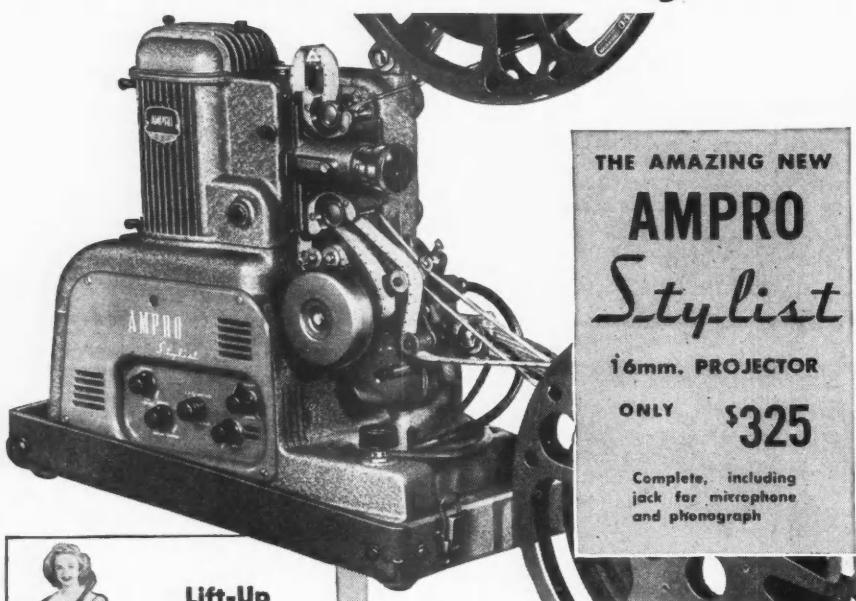
one word as a clue word. We will give only a few: elbows, combing, interrupt, knife, etc.

We were now ready to make a game out of it. A girl would call the name of a certain boy and give the clue, elbows, for instance. The boy's answer would be to give the rule: "Everyone while eating should keep his elbows off the table." If the boy gave the correct answer, he was entitled to call the name of some girl and suggest a clue, "combing" for instance. The answer

would be that no lady ever combs her hair in public.

The game grows in intensity as some girl gives a clue to a boy whom she has seen violating one of the rules of courtesy. He with obvious understanding, can do nothing but give the correct answer. The boys are eager to retaliate by putting the girls to the test. It is all done in a spirit of good humor. The results are enough to put a glow into the heart of any teacher who loves children.

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Now we were ready to proceed further with our exploratory search and to make up some rules all our own. Suggestions were called for. When a particularly good one was unearthed, it was copied down in the Eager Beaver notebooks. Among these might be mentioned the snatching of girls' purses "just for fun" when the fun might be limited to just one party. Crowding to the front in cafeteria or bus lines, taking of equipment from smaller pupils on the playground—these and many others were the subjects brought out of dark and hidden corners of their minds, dusted off and polished and given an honored place in "Eager Beaver."

Results Have Been Excellent

Now as to the results of this little unit on courtesy. The effects have been very noticeable and gratifying. There are "thank you's", "excuse me's" and "I'm sorry's" on every hand. There has been a general raising of the level of courtesy throughout the whole group. No one dares put his elbows on the table in the cafeteria, for fear a classmate is watching with discriminating eyes.

We feel that the courtesies due from one sex to the other have been clarified and brought to a higher level. The ties between school and home have been strengthened as acts and habits formed in school have been transferred to home situations. Parents are quick to become aware of changes in the courtesy level of their offspring. To the teacher there comes a sense of reward not included in the monetary levels. He is encouraged to press on to greater efforts as each passing year brings new groups of children and the accompanying problems.

Statistics for Schoolmen

— facts and trends from the social scene

During 1949 the nation invested a record total of more than \$19.3 billion in new construction of homes, factories, farms, schools, stores, and other public and private buildings.

The advertising profession can look forward to the annual expenditure by 1954 of \$10 billion or 3.3% of the predicted \$300 billion national income for that year.

More than half the states have created "little Hoover Commissions" to review the operations of state government and to suggest improvement in organization and financing.

More than one billion dollars worth of new low-rent public housing for low income families is moving into the planning stage in 109 localities with the help of \$19,838,000 in Federal planning loans.

TWENTY QUESTIONS

By Mrs. Wanda I. Rector, Teacher, Twin Valley School, a rural multigraded school, Whitmore, Shasta County

TWENTY questions proved to be a fascinating way of learning about the United States. We pulled down the map, so all could see, before beginning.

One pupil was "It." Another one was tally-man at the blackboard. "It" selected a State that he had knowledge of through research work. Each child was given a chance to ask a question. When 20 questions had been asked and answered by "It," the pupil correctly naming the State became "It."

A lot of thought was given before a question was asked. Every question must prove or disprove something about a certain State.

Here is a sample State — Minnesota. Only 3 geographical questions were allowed: (1) "Is this State east of the Mississippi River?" "Yes." (2) "Is it bordered by the Atlantic Ocean?" "No." (3) "Is it bordered by the Gulf of Mexico?" "No."

(End of geographical questions.)

(4) "Is this a mountainous State?" "No." (We mustn't name specific mountain ranges or "It" will refuse to answer, as that makes it geographical.)

(5) "Does this State have severe changes in weather?" "Yes."

(6) "Is this State an agricultural State?" "Yes."

(7) "Do they grow much flax here?" "No."

(8) "Then, do they grow wheat?" "Yes."

(9) "Is it a dry State?" ("Do you mean not much rainfall or that the surface is dry because of few rivers or lakes?") "I meant rainfall." ("Well, I'm not so sure, but I do know they raise crops without irrigation.")

(10) "Do they raise a lot of hogs here?" "Some."

(11) "Did the early settlers in this State come from another country?" "Yes."

(12) "Does this State's name come from the Indian language?" "Yes."

(13) "Let's see, I'm still thinking about the weather. Could I review? You said it was true that they have severe weather changes?" "Yes."

Tally Man — "Do I charge for that?"

Teacher — ("No, because it was review and had already been established.")

"Does it get as cold as 30° below zero, sometimes?" "Yes."

(14) "You said it was agricultural — are these farms large in size?" "Yes."

Another pupil — "That wasn't very intelligent reasoning. We have already established that wheat is grown in this State. They do not grow wheat in States divided into small farms."

Tally Man — "Do I charge?" Teacher — "Yes."

(15) "Do these people neighbor with people from another country?" "Yes." (That was pretty shrewd; it can't be classed as geographical.)

(16) "Are boats or ships ever used by the people in this State for trans-

portation?" "Yes."

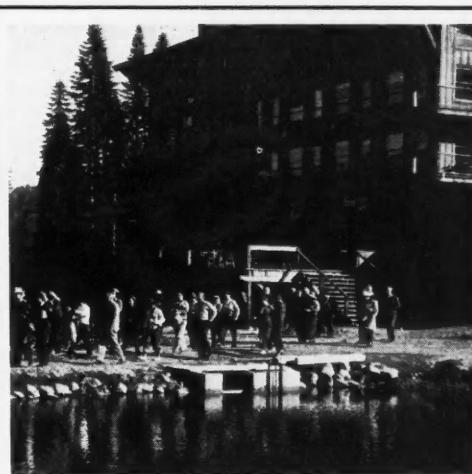
(17) "Do they raise any cattle here?" "Yes."

(18) "Are most of these dairy cattle?" "Yes."

(19) "Do the people from whom these people descended have light hair and blue eyes?" "Yes."

(20) "Could this State be called a 'land-of-lakes'?" "Yes."

Some of these questions may seem beyond average elementary pupils. After 5 or 6 times playing this game, these were actual questions asked in my classroom. Many States could be identified after asking six questions.



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Dr. Lloyd G. Ingles, Professor of Zoology at Fresno State College, will direct the camp. Staff is composed of experienced teachers, well-versed in camp life and natural history. Their enthusiasm is contagious, their teaching inspirational.

CREDITS:

Most of California's state colleges will allow two semester units, or three quarter units, credit for satisfactory completion of two weeks' sessions at the Audubon Camp of California. University of California will allow two semester units of elective lower division credit. Persons who expect to attend should secure further details in advance from the institution with which they are completing programs leading to credentials or degrees.

COST:

\$85 fee covers 2-week session cost of tuition, board and lodging, as well as transportation on regularly scheduled field trips. \$10 deposit with enrollment required.

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Write Mrs. E. E. Richardson, 887 Indian Rock Avenue, Berkeley 7, California, enclosing check for deposit drawn to the order of the National Audubon Society. Mrs. Richardson can supply prospectuses and enrollment forms, and answer questions. Her telephone number is Landscape 4-4270.

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Bay Section Sponsors Credit Union

By Dr. Wallace W. Hall, Executive Secretary, Bay Section

ACTING in response to an overwhelming demand, expressed through local teacher association resolutions, as well as by the medium of the opinionnaire inserted in the December issue, Bay Section Reporter, the CTA Bay Section Council, at its meeting on January 28, by a wide margin voted to sponsor a Credit Union for the teachers of the Bay Section. The action was taken also upon the recommendation of the Council's Committee on Teacher Welfare, Retirement and Tenure, the chairman of which is Neil Hafley, Manteca.

Preliminary studies which led to the Committee's recommendation and the Council's final action were made by a sub-committee of which Wilbur Raisner of San Francisco was chairman; other members of the Committee were Albert McGee of Richmond and Alice Buck of Vallejo.

Southern Section Credit Union, A Model

The Council was also influenced in its decision by the example of the highly-successful Credit Union maintained for the past several years by the CTA Southern Section, and which does a \$750,000 loan business yearly. During 1949 it was able to declare a 4% dividend to the shareholders who had invested money in it.

The Council resolution also empowered the Executive Committee to name the first Board of Directors which would have the responsibility of drawing up the bylaws, applying for a charter (which can be issued under either state or federal law), and assuming the responsibility for the promotion of the project.

Board of Directors Named

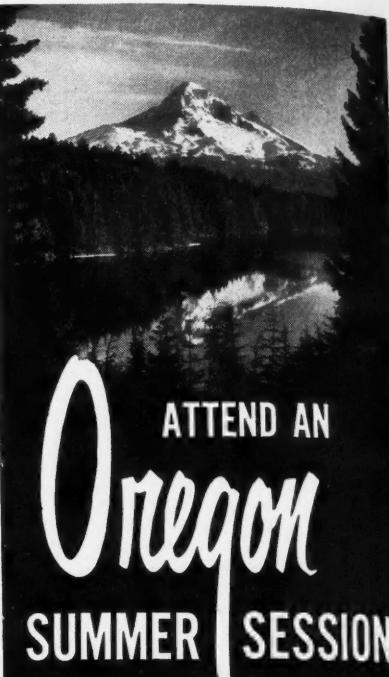
Pursuant to this authority the Bay Section Executive Committee at its meeting on March 10 named the following CTA members to the first Board of Directors, subject to their acceptance, which was not available at the time the CTA Journal went to press: Thomas Devlin, Hayward; Wallace W. Hall; Dr. Cecil Hardesty, San Jose; Albert McGee, Richmond; Maureen Moore, Stockton; Wilbur Raisner, San Francisco; and Mrs. Floy P. Weeks, Vallejo. The new board will meet shortly for the purpose of implementing the Council's resolution to sponsor the credit union.

It is expected that the new Board of Directors, which will serve until such time as the organization of the Credit Union has been effected and a new Board is chosen by the members, will make every effort to provide the same insurance features as are available to the members of the Southern Credit Union. These include a paid-up life-insurance policy equal to the amount of money invested by the member up to \$1,000, as well as insurance of loans against death or total disability without extra cost to the borrower.

Funds Derived from Sale of Shares

Funds from which the Credit Union will make loans will be derived from the money invested in the Credit Union by members, who will receive interest upon the money they invest.

CTA members interested in the Credit Union either for loan or investment purposes are strongly urged to communicate with the Bay Section Office, 391 Sutter Street, room 815, San Francisco 8.



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*U. S. Bureau of the Census, July 1, 1949

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For further information or catalog write
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Authorized by Oregon State Board of Higher Education

CTA Journal, April 1950

NEW BOOKS AND AUDIO-VISUAL AIDS

Math-Quizmo is a clever game of educational lotto created by a California teacher, Mrs. Alice R. Huff, 1843 Second Street, Concord. It makes fun out of learning arithmetic combinations and children enjoy it greatly. It provides a happy incentive to learn and retain the knowledge of combinations. The game comprises a packet of master cards, markers, and quiz cards; price \$1.50. Write direct to Mrs. Huff.

Psychology: Its Principles and Applications, by T. L. Engle of Indiana University, first appeared in 1945, is now brought out by World Book Company in a revised and enlarged edition. This introductory text, for the final years of high school and beginning years of college, comprises over 600 pages abundantly illustrated. It includes activities and study aids that have proved in classrooms to be really helpful for students who are learning principles and applications of psychology. Address World Book Company at 121 Second Street, San Francisco 5; price \$3.08.

FOUR NEW FILMS

Films are 16mm sound, black-and-white, "classroom-tested," and may be obtained from local distributors.

Ears and Hearing 10 min. Encyclopaedia Britannica Films. Drawings, working diagrams, and actual (magnified) photography effectively demonstrate how the human ear changes vibrations into nerve impulses. Structure and function of the throat, sinus, outer, middle, and inner ear are shown and causes of impaired hearing suggested. For junior and senior high, college and adult groups interested in the sciences and health.

The Life of a Plant 10 min. Color. Encyclopaedia Britannica Films. Time-lapse photography shows 40 days growth of a green flowering plant, then skillfully-drawn moving diagrams show the four basic processes going on at once inside the plant. In the summary, live photography with the diagrams repeats the life cycle and the new vocabulary so upper elementary as well as older students understand.

Eyes Bright 10 min. Color. Avis Films. Attractive Judy (of "Judy's Smile") and three friends show how eyes help enjoy work and play. They learn from nurse, teacher, parents, and books how to keep their eyes bright, and summarize the learning in a picture-show for their schoolmates and yours.

Sparky, the Colt 10 min. Color also. Coronet Films. Teachers find, as in "Frisky the Calf," a "before-reading" experience to build vocabulary, desired attitudes, and stimulate language arts expression. Little children watch to find what was David's surprise, if they made friends, what name he chose, in a near-to-their-hearts situation.

9in Mary Jones, Schoolteacher... I GO BY TRAIN

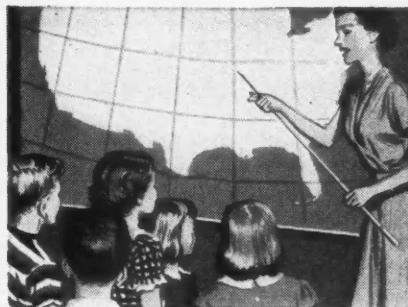


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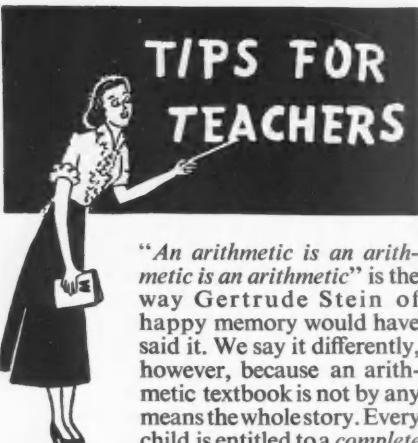
Railroads can't "shut down" for "new models." They just improve like children grow! Part of the more than 4 billion dollars spent in the last 5 years went for hundreds of new passenger cars. And still more was spent for new locomotives, freight cars, track, signal systems, and other facilities to better rail service. So, next time, try the train — and see the comfort, dependability and safety the railroads offer you.

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"An arithmetic is an arithmetic is an arithmetic" is the way Gertrude Stein of happy memory would have said it. We say it differently, however, because an arithmetic textbook is not by any means the whole story. Every child is entitled to a complete

arithmetic program consisting of textbooks, workbooks, tests, manipulative devices and a methods book. WINSTON offers just such a program carefully integrated for use in Grades 1-9.

All findings by modern authorities in reading concur in the conclusion that there is no quick way for the average child to acquire a reading vocabulary, that he succeeds best by much easy reading at many stages. EASY GROWTH IN READING has carried out these findings in a program of LEVELS based upon child ability from Pre-Primer groups through third year. Schools everywhere have found that this level plan provides maximum reading skill and enriched reading experience.

What makes a geography NEW? A copyright date or the way in which material is treated? You know the answer—if a geography does not treat regions from the standpoint of global relations and if it does not emphasize social living, it belongs to the prewar era regardless of copyright date. The WINSTON Smith-Sorenson-Carls OUR NEIGHBORS Series is quickly gathering fame for its perceptive, timeless, and timely handling of all topics.

TOM'S TOWN, second book for second grade, is proving a worthy successor to NANCY'S WORLD, first book in the new WINSTON SOCIAL STUDIES.

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What makes day and night? What are the stars made of and how far are they? Have you heard an old man say it would rain because his rheumatism was bad? How can we save water? As long as youth is youth, these and many other questions will be pondered in their "long, long thoughts." No one answers them more effectively than does Franklin B. Carroll, Science Department Head, Frankford High School, Philadelphia, in his three-volume INTERPRETING SCIENCE SERIES.



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Working and Playing is the first book for the primary grades in the Scribners Social Studies series by Moore and others; price \$1.60. This beautiful series, illustrated in full color, is a guide along the path to effective social living, to understanding and growth in human relations. There are 7 books in the series; address Scribners at 55 New Montgomery Street, San Francisco 5.

THE WORLD BOOK ENCYCLOPEDIA

Beautiful New Edition Now Ready

THIS famous and widely used encyclopedia, designed for children, young people, teachers, and schools, now appears in a beautiful new edition in 18 volumes, together with a reading and study guide and a set of monthly service bulletins, one for each month of the year. The new edition is suitable for use at home and office as well as at school.

Issued for many years by Quarrie, the project is now under Field Enterprises, Educational Division, home office at 35 East Wacker Drive, Chicago 1, Illinois. Teachers and others interested may obtain illustrated, descriptive circulars, from the Southwestern Divisional Office at 6404 Hollywood Boulevard, Hollywood 28.

The new edition is strongly and handsomely bound in red, decorated with blue and gold; profusely illustrated, with many color-plates and maps in color. California topics and scenes are generously represented throughout the books.

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The whole encyclopedia was completely re-edited, re-set, and re-plated at a cost of over 2 million dollars. There are 10,000 pages, 18,000 illustrations (1,500 in color), and 348 maps. The new edition should have a place in every school.

Industrial Arts Woodworking, by Feirer, is a comprehensive, fully illustrated, up-to-date text. Woodworking has greatly increased in favor in the industrial arts curriculum; this book meets the needs of students at all levels of the junior and senior high school; 300 pages; price \$2.60; published by Chas. A. Bennett Co., Inc. (formerly The Manual Arts Press) 237 North Monroe Street, Peoria 3, Illinois.

English Is Our Language, a new approach to elementary English, published by D. C. Heath and Company, is a basal series for grades 1-8, by Sterling and others. Three of the co-authors are Californians,—Mabel F. Rice, professor of education and director of Broadoaks School, Whittier College, co-author for grades 6-8; Ethel A. Leafgreen, principal Eagle Rock elementary school, Los Angeles, co-author for grades 6, 7; Katherine V. Bishop, general supervisor and director of audio-visual education, Garvey school district, co-author for grades 7, 8. This is a complete new program of textbooks, studybooks, and guides for teaching; the language arts become a joy to teach, to learn, and to daily use. Books for grades 1-6 are now ready; for comprehensive illustrated brochure address the company at 182 Second Street, San Francisco 5.

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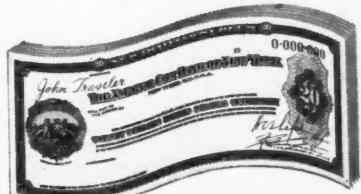
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Tressler's English in Action Series, published by D. C. Heath and Company, is now in its 15th million copies; these senior high school texts now appear in their 5th edition—two record-breaking achievements. This important 4-book series, nationally known, has a sparkling format, lively cartoons, and many attractive features. Full details and illustrated brochure may be obtained by addressing the company at 182 Second Street, San Francisco 5.

Word Power Through Spelling is the title of a 12-page, illustrated brochure, free to teachers, describing a new series for grades 2-8. Author of the series, Dr. Lillian E. Billington, associate professor of education, San Jose State College, pioneered in the spelling field in her previous series, *Using Words*. During the 10 years following the publication of *Using Words*, Dr. Billington had a nation-wide laboratory available to her in schools which were using her published materials. Her new series is based upon ideas tested in thousands of classrooms, plus new ideas that developed in the light of classroom experience, and the research that went forward in the past decade. The series is published both in consumable workbook form and nonconsumable textbook form; Books 2 and 3, both editions, are in color; Books 4-8 contain spelling dictionaries; complete teachers guide for each book is in preparation. Address Silver Burdett Company, 709 Mission Street, San Francisco.

Early Years In School, a textbook for students of early childhood education, by Ilse Forest, assistant professor of education, Brooklyn College, a volume of nearly 400 pages, is one of the McGraw-Hill Series in Education. Part 1 deals with the child and his school; Part 2, the curriculum in early childhood education; and Part 3, the school as an agency for child guidance; price \$3.75. Address McGraw-Hill at 330 West 42nd Street, New York 18.

History on the March is the title of a history series for elementary grades, published by D. C. Heath and Company. Pioneer Children of America for grade 3 and Leaders in Other Lands for grade 4, have now appeared to complete the series of 6 books; with a pupils progress book and teachers guide for each text. These fine texts give children a personalized view of history, vivid factual presentation in simple story form. For illustrated brochure describing the books, address Heath at 182 Second Street, San Francisco 5.

The Scribner's Social Studies Series (grades 1-8) is the outcome of actual classroom development. *Building a Free Nation* portrays the pageant of American history, for grades 7 and 8. The 3 middle-grade textbooks are now ready. The 3 primary-grade books will be published soon. The plan of the series is functional. Designed for the use of pupils and teachers as they work together in their social studies programs, it provides a controlled vocabulary development, grade by grade, based on criteria established by authoritative research studies in reading comprehension and grade placement. *Building a Free Nation*, 600 pages, large format, richly illustrated; price \$3.40. Address Charles Scribner's Sons, 55 New Montgomery Street, San Francisco 5. Late in April, *Visiting Our Neighbors* (2nd grade) and *Building Our Town* (3rd Grade) will be ready. Write for circulars concerning these new texts.

Surprise Island, by Warner, published by Scott, Foresman and Company, is a sequel to the famous *Boxcar Children*. This happy reading-book comprises 15 chapters, numerous illustrations, 178 pages, third-grade vocabulary (unlabeled), middle-grade interest; price \$1.40. It teems with the kind of action and suspense that is required by 9-11-year-olds, if their interest is to be caught and held. Address the company at 533 Mission Street, San Francisco 5 or 186 West Waverly Drive, Pasadena 2.

Ronald Press Company, 15 East 26th Street, New York 10, New York, has issued two important texts on English, — (1) *Learning Our Language*, a text in college English, by Dunn and others; price \$3.25. (2) *The Teaching of High School English*,

by Hook; price \$4. Hook's textbook is primarily for use in college courses which treat the teaching of English, but also is an important new reference book for the thousands who teach English in grades 7-12.

Singing and Rhyming, by Pitts and others, is the grade 3 book in the beautiful Ginn series *Our Singing World*, which stresses the developmental approach to music education. Circulars describing the books may be obtained gratis by addressing the company at 260 Fifth Street, San Francisco 3.

Dances of Early California Days by Lucile K. Czarnowski, assistant supervisor of physical education, division of women, University of California, Berkeley, is a beautiful big

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new book of 160 pages, published by Pacific Books, Box 558, Palo Alto; price \$5. The author has made a unique and important contribution to the field of folk dancing and California folklore by bringing together this rich collection of California dances. It includes music, minute description of the figures, and pictures of costumes; 39 different dances with their music are presented. The author has spent most of her life in California and has traveled widely abroad in connection with folk dance and its place in physical education.

Golden Books have become nationally famous because of their artistic and wholesome appeal to little children. Designed for kindergarten-primary levels, during the past 7 years these beautiful, inexpensive books have been purchased by millions of parents and teachers. Strong, tough binding, covers in rich, full color, fine printing and worthy content all contribute to the charm of these gay books. For full details address Perc B. Sapsis, Box 165, Carmel, California.

Navajos, Gods, Tom-Toms, by Dr. S. H. Babington of Berkeley, is an exciting new illustrated book, published by Greenberg, 201 East 57th Street, New York 22; price \$3.50. The bright colored jacket depicts a Navajo Sun God and was specially painted by Red Robin, a full-blooded Navajo artist. Dr. Babington, as physician to exploring and scientific expeditions into the Southwest, knows intimately the peoples of whom he writes so entertainingly.

LIBRARIES SHOULD BE FOR DREAMERS

By Edvina Cahill, Teacher, Pacific Heights Elementary School, San Francisco

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And for those days when he is harnessed, unwillingly perhaps, to time tables, reports, and the mundane things that adults deem important, a large room. A leisurely atmosphere to relax; light, lilting music for dreaming; colorful walls to soothe; a treasury house of books and pictures to tempt, and magazine racks brimming over like a Christmas stocking with children's periodicals that beg to be imprisoned by the grubbiest of hands.

If he squints and grumbles about the glare, astound him with Venetian blinds to shut out California's sunny skies. Allow his book to hypnotize his imagination so that his shining eyes will reflect the light of knowledge and true enjoyment.

As he eases into his chair, guarded by rubber protectors to insure quiet — and the longevity of teachers ears — let him slump. (Treasonable, eh?) What lover of books worries about posture when a world of wonder is beckoning! Pester him about that some other time.

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giant, juicy, red apple? If the undisciplined juice runs down his elbows, leaving a rivulet of cleanliness and sprinkles the pages of the book, let a bib blot the goodness he missed!

And, at that point, the teacher would develop laryngitis.

For some libraries should be for dreamers.

The Macmillan Company announces the appointment of J. Edwin Leslie as manager of its Pacific Coast Branch at 350 Mission Street, San Francisco. Mr. Leslie succeeds John H. Beers, who retired December 1, 1949, after 18 years as Pacific Coast manager.



"Educational Lighthouse" is the term Will Hayes used in the March NEA Journal to describe Avenal, in Fresno County. He calls it "one of the most education-conscious school districts in the United States." His two-page article illustrated the fact that dollars plus enthusiastic citizens are the factors that make good schools possible. Reef-Sunset is a school district that is a challenge to others all over the country.

Mr. Hayes has had public-school and college experience in New Jersey, North Carolina and Oregon. He is currently assistant professor of education at the University of California, Santa Barbara College.

San Diego State College is offering a 6-weeks Summer Workshop in Student Personnel Services June 19-July 28. Dr. Clifford E. Erickson, director, Institute of Counseling, Testing, and Guidance, Michigan State College, and prolific writer in the field of personnel work, will be "workshop keynoter." For further information, write to Dr. Clayton M. Gjerda, San Diego State College, San Diego 15.

Occidental College this summer, June 19-July 28, will offer numerous practical courses in Audio-Visual Education, by a staff of 6 experts; for details address Charles N. Butt, audio-visual coordinator, at the college, Los Angeles 41.

A summer Institute of Nature Study and Conservation will be offered at Santa Barbara, August 14-27, by University of California Extension in cooperation with Santa Barbara Botanic Garden and Santa Barbara Museum of Natural History. The Soil Conservation Service and the Forest Service will assist in the event.

Each student may elect either the course in "Conservation of Natural Resources," or two other classes, one from each of the following groups: "Seashore Life" and "Elementary Science Methods"; or "Western Trees" and "Native Birds."

This institute is particularly useful to teachers and youth leaders for a practical field of study of natural science with emphasis on methods and materials. Application blanks and enrollment information may be obtained from the Department of Institutes, University Extension, University of California, 906 Santa Barbara Street, Santa Barbara.

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JOURNALISM AWARDS

April 17 is the closing date for entries for the four \$250 scholarships for northern California high school seniors, awarded now for the 5th year by Press Club of San Francisco. For full details consult the local high school journalism advisor or Press Club of San Francisco, 449 Powell Street, San Francisco 2.

California Historical Society officers for 1950 are: Aubrey Drury, president; Joseph R. Knowland, 1st vice-president; Porter Sesson, 2nd vice-president; Francis P. Farquhar, 3rd vice-president; Warren R. Howell, secretary; George L. Harding, treasurer. The Society's Managing Director is

Mrs. Edna Martin Parratt; headquarters at 456 McAllister Street, San Francisco 2.

Placer County Teachers Frolic — New Castle Elementary School recently was the scene of laughter and good times for 85 teachers at an informal social affair. The hit of the evening was a skit presented by the county school administrators entitled "When the Administrators Came to Placer County"; E. V. Cain acted as narrator.

Jack Goodwin led the group in community singing. Frances Hunt played accordion accompanying the singing. Folk dancing and games followed. The evening was concluded with coffee and cake in the school cafeteria. Frances Hunt, Marion Brown, Ruby Morehouse, Sylvia Rastler, Duane and Breeze Newcomer served as planning committee. — Forrest L. Tarleton, Auburn.

Sacramento; Leadership Training, Howard Bennett, Sacramento; News Bulletin, Richard Hoffman, Auburn; Services and Dues, Cleetis Brown, Lincoln; Ethics, Hazel Redwine, Marysville.

Yuba and Sutter County Teachers sponsored a dinner on March 20, honoring Mr. Phil Wardner, President of the NEA Department of Classroom Teachers. The dinner was held at the Marysville Elks Club; there was a good attendance from neighboring counties.

A Counseling Workshop is to be held June 19-July 14 at Chico State College. This workshop is made possible by a grant from the Rosenberg Foundation. This is an excellent opportunity to hear national leaders present lectures and conduct dis-

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Driver Education is the theme of a seminar for college instructors and others interested in teacher education, July 12-16, at University of California, Los Angeles; in cooperation with the State Department of Education, American Automobile Association, and Automobile Club of Southern California. For a 4-page illustrated descriptive brochure and enrollment form, write at once to University Extension, University of California, Los Angeles 24.

Three regional meetings mark the spring program of **California Association of Women Deans and Vice-Principals**. Southern annual meeting was held at Riverside Mission Inn, March 3-5; Tempe E. Allison of San Bernardino Valley College, president of the association, presided.

Northern Section meets April 14-16 at Sonoma Mission Inn, Boyes Springs; chairman is Margaret Crosby of Oakland Public Schools.

Central Section meets April 28-30 in Yosemite National Park; chairman is Mrs. Ada Brown of Tulare Union High School. These important conferences are of great value to women deans and vice-principals and to all school people who are concerned with girls and young women of junior high, senior high, and college age.

Three elementary education conferences this summer are sponsored by State Department of Education in cooperation with the local institutions, — June 26-July 14, Education of the Spanish Speaking Child, University of Redlands; June 26-July 14, Curriculum for Elementary School Grades 7, 8, San Francisco State College; July 17-August 4, Elementary School Organization and Supervision, UCLA.

NORTHERN SECTION NEWS

PRESIDENT Linn has appointed the following standing and special committee chairmen: Financing Public Education, Marks Smith, Alturas; International Relations, Harold Langdon, Arbuckle; Legislative, Wm. S. Howe Jr., Sacramento; Public Relations, Lyrel D. Bullard, Placerville; Retirement, Elmer Rott, Westwood; Salary Schedules and Trends, F. McElwain Howard, North Sacramento; Teacher Education and Professional Standards, Wm. J. Burkhardt, Sacramento; Tenure, Irene Owings, Chico; By-Laws, J. N. Gardner,

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cussion groups. To insure individual attention, the workshops will be limited to 20 in the interviewing section and 60 in the basic section. Latest recording equipment will be used in improving counseling skills. For further information, teachers may write to William H. Stegeman, Workshop Administrator, Chico State College.

The problem of the DuShane Foundation for the aid and protection of teachers who have been unfairly treated will be discussed at the April 20 meeting of the Sacramento City Teachers. Mrs. Lois Simpson, member of the foundation committee, will tell of the work of the foundation and the drive that is being made to create a fund large enough to make it effective.—R. W. Everett, Executive-Secretary, CTA Northern Section.

Palo Alto City Schools held the 6th annual speech correction and guidance conference, March 25, at the Community Center; the program comprised group sessions, general sessions, luncheon, and panels. Ruth Montgomery Jackson, director of speech correction, Palo Alto, was in charge.

Audubon Society members and their friends, from all over the state, converged on Asilomar, Pacific Grove, April 1-4, for their second annual convention, sponsored by the National Audubon Society and its branches and affiliates in California. Theme of the convention was "How to Get Things Done" and featured the activities and projects of the many Audubon organizations in California.

The evening of April 1 was devoted to a reunion of graduates of the Audubon Camp of California. Dr. Lloyd G. Ingles, professor of zoology at Fresno State College and director of the Audubon Camp, spoke, and Mrs. Glenn Vaughn, vice-president of the San Bernardino Valley Audubon Society, led a discussion panel.

John H. Baker of New York, president of the National Audubon Society, spoke at the convention banquet on "The Background, Reason and Need for the Audubon Cause," and showed a color film on birds of the Audubon Sanctuaries.

Fifth annual Institute of Organization Leadership will be held July 24-August 18 at American University campus, Washington, DC, under auspices of NEA. For a 6-panel leaflet giving details, write at once to Editor, NEA Journal, 1201 Sixteenth Street, NW, Washington 6, DC.

Dr. C. W. Waddell, coordinator of teacher training at Immaculate Heart College, Los Angeles, was recently honored by several hundred leaders in education and graduates from the department of education there, at a testimonial dinner. After spending 50 years in education, Dr. Waddell has retired. Coming to California in 1910, he took over the teacher training department at the old Los Angeles Normal School in 1917 and later at UCLA. He is highly-regarded throughout California and nationally, in educational circles.

The NEA National Commission on Teacher Education and Professional Standards sponsors its 5th annual national conference this summer at Indiana University, June 28-July 1; about 600 leaders are expected from all the states and territories of the United States. For full details address Dr. Ralph McDonald, executive secretary of the commission, 1201 Sixteenth Street, NW, Washington, DC.

The John Muir Trail Trip, a new project this summer, provides 4 weeks afoot or horseback, in the glorious High Sierra. North-bound trip begins July 16 at Lone Pine, ends at Tuolumne Meadows, August 11; South-bound trip begins August 12 there, and arrives at Lone Pine September 9.

Many California school-people will be interested in these interesting mountain tours. The parties will comprise 20-35 each trip; 2 complete trips each of 4 weeks, — (1) mid-July to mid-August; (2) mid-August to mid-September. Persons may join either party for 1-4 weeks.

For illustrated leaflet and full details address Joseph C. Wampler, archeologist-mountaineer, 1940 Hearst Avenue, Berkeley 9.

"Ways to International Understanding" will be the theme of University of Kentucky Third Foreign Language Conference, to be held May 11-13 on the campus at Lexington. The 1949 Conference drew some 400 registrants, representing 163 institutions and 16 languages, from 26 states and the Province of Ontario. Programs may be had from Dr. Jonah W. D. Skiles, University of Kentucky, Lexington.

The Yosemite Field School, a workshop in interpretive methods, is an 8-page illustrated pamphlet describing in detail a famous California summer school for naturalists. For a copy address Donald Edward McHenry, Park Naturalist, who is director of the school.

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July 1 is the closing date for applications for 15 scholarships, of \$300 each, awarded by the Grand Chapter of California, Order of the Eastern Star, to needy, deserving students who are about to enter college or university.

For full details address the chairman of the scholarship committee, Mrs. Adah M. Pullen, 3072-6th Avenue, Sacramento. Application blanks may be secured from Grand Secretary's Office, 633 Phelan Building San Francisco 2.

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COMING EVENTS

April 1 — Western College Association; spring meeting. Santa Barbara College.

April 1-5 — California Association for Health, Physical Education and Recreation; annual meeting. Santa Barbara.

April 1-6 — Dance Institute. Mills College.

April 1-8 — Death Valley Expedition; 14th tour; auspices College of the Pacific, Stockton.

April 2-5 — Elementary School Principals and District Superintendents of Schools; annual conference; in cooperation with California Elementary School Principals Association. Hollywood.

April 3, 4 — California Business Education Association; annual statewide convention. St. Claire Hotel, San Jose.

April 3-5 — California Secondary School Administrators; annual conference, in conjunction with annual conference of California Association of Secondary School Administrators. Long Beach.

April 3-5 — California Association of Adult Education Administrators; spring conference. Long Beach.

April 3-5 — California Council for Adult Education; annual spring meeting. Long Beach.

April 7, 8 — California Teachers Association; annual meeting; State Council of Education; State Board of Directors; State Committee Meetings; California Student Teachers Association meeting. Palace Hotel, San Francisco.

April 9 — Easter Sunday.

April 9-15 — Pan-American Week.

April 12-15 — California Association of Public School Business Officials; annual state convention. Coronado.

April 14-16 — California Association of Women Deans and Vice-Principals, Northern Section; spring conference. Sonoma Mission Inn, Boyes Springs.

April 15 — California Scholarship Federation; Southern regional meeting. Santa Monica.

April 15 — Southern California Junior College Association; spring meeting. Ventura Junior College.

April 17-19 — NEA Department of Higher Education; 5th national conference. Chicago.

April 18-22 — American Association for Health, Physical Education and Recreation; 55th annual convention. Dallas, Texas.

April 20-22 — California Council on Teacher Education; meeting. Asilomar.

April 24-28 — Distributive Education; Pacific regional conference. Denver.

April 24-29 — Public Schools Week.

April 28-30 — California Association of Women Deans and Vice-Principals, Central Section; annual meeting. Yosemite National Park.

April 29-May 6 — Boys and Girls Week; national observance.

May 1-5 — California Congress of Parents and Teachers; state convention. Santa Cruz.

May 6 — California Association for Childhood Education, southern section; regular meeting. At Town and Country Restaurant, Palm Springs; Riverside County Branch members as hostesses.

May 6 — California Scholarship Federation; Central regional meeting. Redwood City.

May 13 — CTA Southern Section Council; regular meeting. At the Section headquarters, Los Angeles.

(Concluded on Page 40)

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COMING EVENTS

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May 18-25 — National Congress of Parents and Teachers; national convention. Long Beach.

May 22-24 — National Conference on Citizenship; 5th annual meeting. Washington, DC.

May 30 — Memorial Day.

June 12-16 — Seminar in Driver Education; for college instructors. University of California, Los Angeles.

June 14 — Flag Day.

June 19-22 — National Association of Student Councils; 14th annual national conference. West High School, Denver.

June 20-24 — California County Librarians; annual convention. Sacramento.

June 21-24 — California Library Association; annual meeting. Sacramento.

June 25-July 4 — National Training Laboratory in Group Development, NEA Division of Adult Education Services and cooperating universities. Bethel, Maine.

June 26-July 14 — Conference on the Education of the Spanish-Speaking Child; auspices of State Department of Education. University of Redlands.

June 26-July 14 — Conference on Curriculum for Seventh and Eighth Grades of the Elementary School; auspices of State Department of Education. San Francisco State College.

June 28-July 1 — NEA Commission on Teacher Education and Professional Standards; national conference. Indiana University, Bloomington, Indiana.

July 2-7 — National Education Association; 88th annual meeting. St. Louis, Missouri.

July 2-7 — NEA Department of Elementary School Principals; summer meetings. St. Louis.

July 4 — Independence Day.

July 10-21 — NEA Department of Classroom Teachers; 7th national conference. Lindenwood College, St. Charles, Missouri.

July 13-15 — Guidance Personnel; regional conference. San Francisco State College.

July 17-23 — World Organization of the Teaching Profession; delegate assembly. Ottawa, Canada.

July 17-August 11 — Conference on the Organization and Supervision of the Elementary School; auspices of State Department of Education. University of California at Los Angeles.

July 24-August 18 — NEA Institute of Organization Leadership. At the American University, Washington, DC.

August 6-13 — Delta Kappa Gamma, national honorary society for women teachers; national convention, Dallas, Texas.

August 16-19 — California Congress of Parents and Teachers; home-school workshop. University of California, Los Angeles.

August 20-26 — American Association of Colleges for Teacher Education; school for executives. University of Wisconsin, Madison.

September 22-24 — CTA Northern Section; leadership training conference. Manzanita Lake, Lassen National Park.

October 9-11 — County and Rural Area Superintendents of Schools; 5th national conference. Columbus, Ohio.

November 5-11 — American Education Week; national observance.

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